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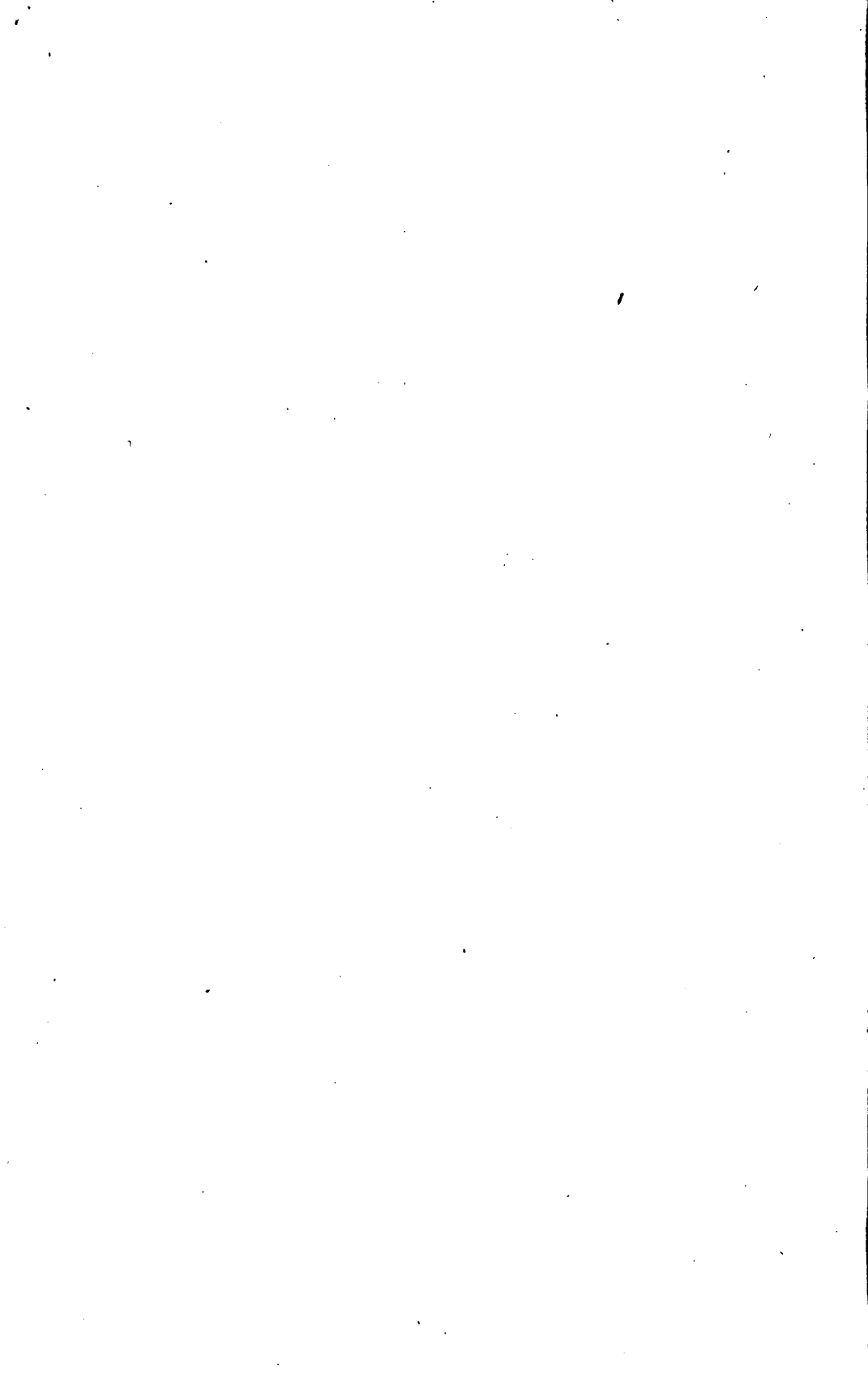
Presented by

Prof. L. N. Demmon

October

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From Prof. J. N. Senn  
Oct. 1900

ON  
BOOKS & READING  
FOR THE YOUNG  
J. H. SMART.

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# BOOKS AND READING

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## FOR THE YOUNG.

A REPRINT FROM A STATE REPORT.

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BY

JAMES H. SMART,

SUPERINTENDENT PUBLIC INSTRUCTION,

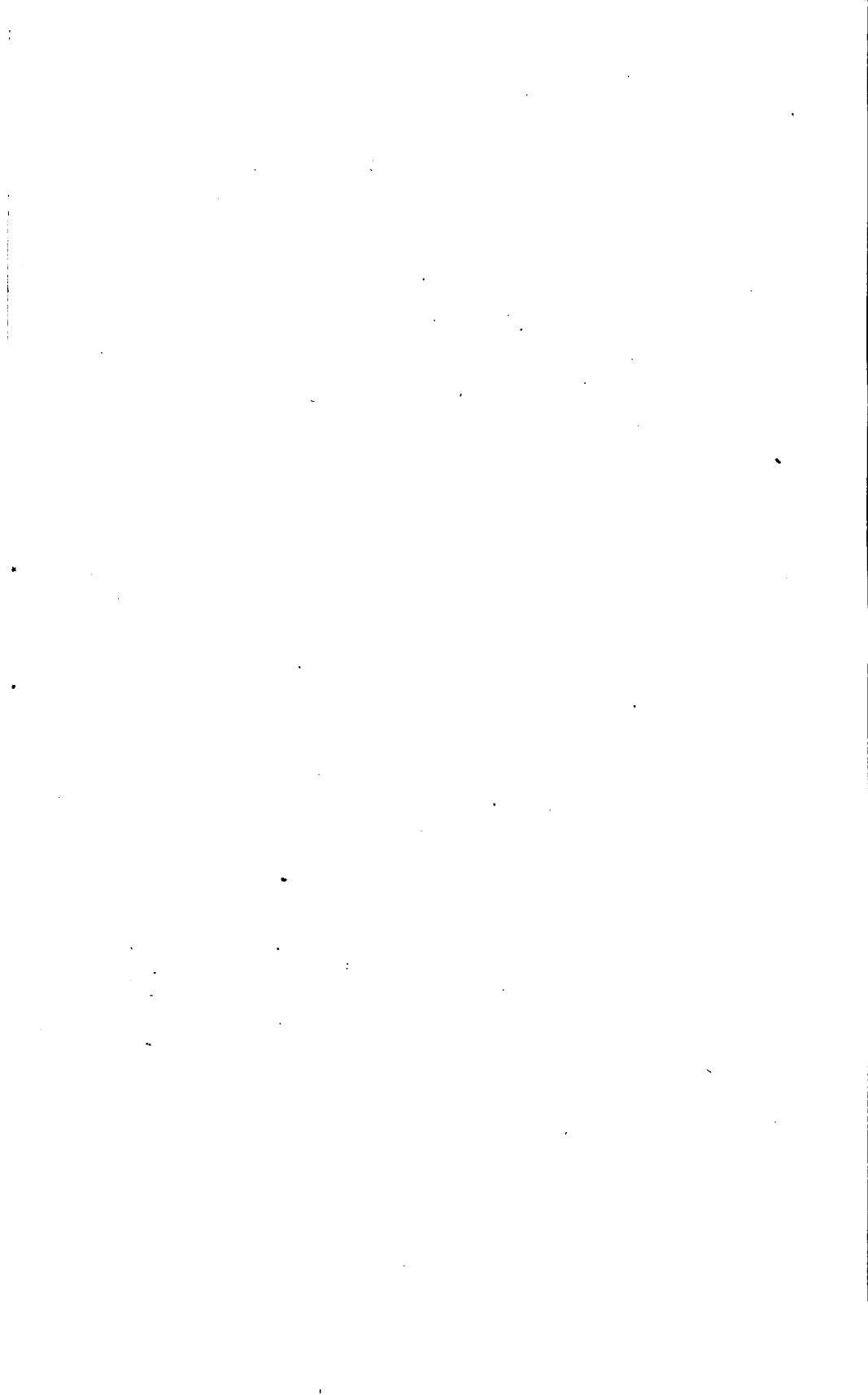
STATE OF INDIANA.

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O N

## BOOKS AND READING FOR THE YOUNG.

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### I.

#### INTRODUCTION.

The public school teaches its children to read. It opens to them a world of vast and varied literature. There are good books, good magazines and good papers, and there are bad books, bad magazines and bad papers. While the printing press is thus a great engine of civilization, it is at the same time a great instrumentality for evil. As there is no better way to protect a child from evil than to make him a lover of good literature, so there is no surer way to corrupt him than by bringing him in contact with bad literature. The public school teaches the child to read, but it does not teach him what to read or how to read. It gives him the ability to interpret the printed page, but it fails in a great measure to cultivate in him a taste for that which is pure, elevating and instructive. It must not be forgotten that by giving the child the ability to read, we put it in his power to read the worst kind of books, and that, if left to himself, he will be quite as likely to take poisonous mental food as to take wholesome mental food. Indeed I think that, in view of the attractive garb in which vicious literature is clothed, he will be more likely to read to his injury than to his profit. The person, then, who teaches children to read and fails to cultivate in them a taste for good literature, puts an instrument into their hands which may possibly be used by them to their own destruction.

There are four important questions connected with this subject which should be brought to the attention of all those who are interested in the welfare of children; these are:

1. To what extent are our children under the influence of bad literature?

2. Is the public library an adequate remedy for the evil arising from bad literature?

3. What can the teacher do to guard the children from the danger?

4. Is the parent relieved from responsibility when he founds a public library and maintains a public school?

I have, on various occasions, by public lectures and by private conversation, called attention to these questions, and I think I can perform no better service to the school children of the State than by endeavoring to answer them in this report. In pursuit of this purpose I have taken the liberty of making extracts from speeches and addresses upon this subject already printed. I also print four lists of books for children, prepared at my request by competent persons, which I confidently recommend to the teachers and people of the State. I also print several papers which have been prepared especially for this report, as follows:

1. Reference books, by Mary W. Hinman, of Laporte.

2. History clubs and reading circles, by Mrs. May Wright Sewall, of Indianapolis.

3. Reading for the young, by Mrs. Lucius B. Swift, of Indianapolis.

4. Books and reading, by Rev. O. C. McCulloch, of Indianapolis.

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## II.

### ON BAD LITERATURE.

The extent to which vicious literature is read by the youth of this country is alarming. Tons upon tons of it are sent out from the larger cities all over the country, and our children read it and are demoralized by it. If one doubts this, let him read the reports of Anthony Comstock or let him spend an hour at the news stands

in our larger cities and towns; or, what is better, let him inquire of any teacher of youth who has given the subject attention.

I am reliably informed that a large part of the bad literature that goes out of New York is sent to the great west; and I know from personal observation that much of it comes to the State of Indiana. The circulation of bad literature has become so extensive in New England that it has called out the following appeal signed by such men as Noah Porter, Theodore D. Woolsey, Francis A. Walker, Leonard Bacon, Francis Wayland and James E. English:

We desire to call attention to the cheap, trashy literature which is demoralizing the youth of our country. In this class we notice the paper named *The New York Boys' Weekly*, with a reputed circulation of 40,000, and *The Boys of New York*, with a reputed circulation of 50,000. These papers contain stories of the most sensational and slangy character, judging by the titles, of which we name the following: "Dashing Dick, King of the Highway," "Yankee Claude Duval, the Dashing Knight of the Road," "Corkey, or the Tricks and Travels of a Supe," "Shorty, Jr., or the Son of his Dad," "Bang Up, or the Boy Ranchero," etc., etc. We see not one redeeming trait in these or other papers of this class. We are informed that many of the advertisements in their columns are of the most villainous kind. Will you not do what you can to warn your readers against the peril that besets our youth? \* \* \*

Our object is not to advertise any periodical in place of those we deprecate, but only to warn the public of a danger suspected by few and realized by fewer still.

I also quote from a very able paper of Prof. William G. Sumner, of Yale College, which appeared some time since in *Scribner's Monthly*. Let all read it, let all ponder it.

Few gentlemen, who have occasion to visit news offices, can have failed to notice the periodical literature for boys, which has been growing up during the last few years. The increase in the number of these papers and magazines, and the appearance, from time to time, of new ones, which, to judge by the pictures, are always worse than the old, seem to indicate that they find a wide market. Moreover, they appear not only among the idle and vicious boys in great cities, but also among school-boys whose parents are careful about the influences brought to bear on their children. No student of social phenomena can pass with neglect facts of this kind—so practical and so important in their possible effects on society.

These periodicals contain stories, songs, mock speeches, and negro minstrel dialogues—and nothing else. The literary material is either intensely stupid, or spiced to the highest degree with sensation. The stories are about hunting, Indian warfare, California desperado life, pirates, wild sea adventure, highwaymen, crimes and horrible accidents, horrors (tortures and snake stories), gamblers, practical jokes, the life of vagabond boys, and the wild behavior of dissipated boys in great cities. This catalogue is exhaustive. There are no other stories. The dialogue is short, sharp, and continuous. It is broken by the minimum of description and by

no preaching. It is almost entirely in slang of the most exaggerated kind, and of every variety—that of the sea, of California and of the Bowery; of negroes, “Dutchmen,” Yankees, Chinese and Indians, to say nothing of that of a score of the most irregular and questionable occupations ever followed by men. When the stories even nominally treat of school-life they say nothing of *school*-life. There is simply a succession of practical jokes, mischief, outrages, heroic but impossible feats, fighting and horrors, but nothing about the business of school, any more than if the house in which the boys live were a summer boarding-house. The sensational incidents in these stories are introduced by force, apparently for the mere purpose of producing a highly spiced mixture.<sup>1</sup>

One type of hero who figures largely in these stories is the vagabond boy in the streets of a great city, in the Rocky mountains, or at sea. Sometimes he has some cleverness in singing, or dancing, or ventriloquism, or negro acting, and he gains a precarious living while roving about. This vagabond life of adventure is represented as interesting and enticing, and, when the hero rises from vagabond life to flash life, that is represented as success. Respectable home life, on the other hand, is not depicted at all, and is only referred to as stupid and below the ambition of a clever youth. Industry and economy in some regular pursuit, or in study, are never mentioned at all. Generosity does not consist in even luxurious expenditure, but in wasting money. The type seems to be that of the gambler, one day “flush” and wasteful, another day ruined and in misery.

There is another type of boy who sometimes furnishes the hero of a story, but who also figures more or less in all of them. That is the imp of mischief—the sort of boy who is an intolerable nuisance to the neighborhood. The stories are told from the stand-point of the boy, so that he seems to be a fine fellow, and all the world, which is against him, is unjust and overbearing. His father, the immediate representative of society, executes its judgments with the rod, which again is an insult to the high-spirited youth, and produces on his side either open war or a dignified retreat to some distant region.

These stories are not markedly profane, and they are not obscene. They are indescribably vulgar. They represent boys as engaging all the time in the rowdy type of drinking. The heroes are either swaggering, vulgar swells of the rowdy style, or they are in the vagabond mass below the rowdy swell. They are continually associating with criminals, gamblers and low people who live by their wits. The theater of the stories is always disreputable. The proceedings and methods of persons of the criminal and disreputable classes who appear in the stories, are all described in detail. The boy reader obtains a theoretical and literary acquaintance with methods of fraud and crime. Sometimes drunkenness is represented in its disgrace and misery, but generally drinking is represented as jolly and entertaining, and there is no suggestion that boys who act as the boys in these stories do ever have to pay any penalty for it in after life. The persons who are held up to admiration are the heroes and heroines of bar-rooms, concert saloons, variety theatres and negro minstrel troupes. From the specimens which we have examined we may generalize the following in regard to the views of life which these stories inculcate and the code of morals and manners which they teach.

The first thing which a boy ought to acquire is physical strength for fighting purposes. The feats of strength performed by these youngsters in combat with men and animals are ridiculous in the extreme. In regard to details the supposed code of English brutality prevails, especially in the stories which have English local

color, but it is always mixed with the code of the revolver, and, in many of the stories, the latter is taught in its fullness. These youngsters generally carry revolvers and use them at their good discretion. Every youth who aspires to manliness ought to get and carry a revolver.

A boy ought to cheat the penurious father who does not give him as much money as he finds necessary, and ought to compel him to pay. A good way to force him to pay liberally, and at the same time to stop criticising his son's habits, is to find out his own vices (he always has some) and then to levy black-mail on him. Every boy who does not want to be "green" and "soft," ought to "see the elephant." All fine manly young fellows are familiar with the actors and singers at variety theatres and the girl waiters at concert saloons. As to drinking, the bar-room code is taught. The boys stop in at bar-rooms all along the street, swallow drinks standing or leaning with rowdy grace on the bar. They treat and are treated, and consider it insulting to refuse or to be refused. The good fellows meet every one on a footing of equality—above all in a bar-room.

Quiet home life is stupid and unmanly. Boys brought up in it never know the world or life. They have to work hard and to bow down to false doctrines which parsons and teachers in league with parents have invented against boys. To become a true man, a boy must break with respectability and join the vagabonds and the swell mob. No fine young fellow, who knows life, need mind the law, still less the police. The latter are all stupid louts. If a boy's father is rich and he has money, he can easily find smart lawyers (advertisement gratis) who can get the boy out of prison, and will dine with him at Delmonico's afterward. The sympathies of a manly young fellow are with criminals against the law, and he conceals crime when he can. Whatever good or ill happens to a young man he should always be gay. The only ills in question are physical pain or lack of money. These should be borne with gayety and indifference, but should not alter the philosophy of life.

As to the rod, it is not so easy to generalize. Teachers and parents, in these stories, act faithfully up to Solomon's precept. When a father flogs his son, the true doctrine seems to be that the son should run away and seek a life of adventure. When he does this he has no difficulty in finding friends, or in living by his wits, so that he makes money, and comes back rich and glorious, to find his father in the poor-house.

These periodicals seem to be intended for boys from twelve to sixteen years of age, although they often treat of older persons. Probably many boys outgrow them and come to see the folly and falsehood of them. It is impossible, however, that so much corruption should be afloat and not exert some influence. We say nothing of the great harm which is done to boys of that age, by the nervous excitement of reading harrowing and sensational stories, because the literature before us only participates in that harm with other literature of far higher pretensions. But what we have said suffices to show that these papers poison boys' minds with views of life which are so base and false as to destroy all manliness and all chances of true success. How far they are read by boys of good home influences we are, of course, unable to say. They certainly are within the reach of all. They can be easily obtained, and easily concealed, and it is a question for parents and teachers how far this is done. Persons under those responsibilities ought certainly to know what the character of this literature is.

## III.

## PUBLIC LIBRARIES.

It has been urged that the best way to check the circulation of bad literature is to establish public libraries. I maintain that it is not enough that libraries be made accessible to the young. Libraries are found in nearly all our large cities, and, as these have multiplied, vicious and immoral literature has increased. The public library has no power in itself to win a victory over the evils arising from the increased circulation of bad literature. Indeed, it is a serious question whether public libraries may not be in themselves a source of injury to children, rather than of good. It is safe to say that if children are left to select what they please from a library and to read as much as they please, they will generally read to their harm. If our libraries are to produce the good results expected of them, children must be taught how to use them.

Prof. Roberts, of the Indianapolis High School, recently made a careful investigation in order to ascertain what his pupils were reading. He came to the general conclusions (1) *that while many of his pupils were reading good books, most of them were not reading the best, and that some of them were reading the worst that could be found in the library*; (2) *that nearly all of the pupils were reading without purpose or plan*; and (3) *that most of them were reading altogether too much.*

Some of the pupils had read no books except their school books during a period of three months, while others had read as many as forty.

I append lists of books read by three of the pupils during the first three months of the school year. The lists are printed just as they were furnished to Prof. Roberts by the pupils themselves.

Books read by a boy in the first grade in three months:

1. In the South Seas, Kingston.
2. Ernest Bracebridge, Kingston.
3. The Mysterious Island, Verne.
4. Two Thousand Leagues Under the Seas, Verne.
5. The Fur Country, Verne.
6. The Field of Ice, Verne.



7. To the North Pole, Verne.
  8. From the Earth to the Moon, Verne.
  9. To the Center of the Earth, Verne.
  10. Dr. Ox's Experiment, Verne.
  11. Meridiana, Verne.
  12. A Floating City, Verne.
  13. Michael Strogoff, Verne.
  14. Moore's Forge.
  15. The Cryptogram, De Mille.
  16. The Dodge Club, De Mille.
  17. The American Baron, De Mille.
  18. Brake Up, Optic.
  19. Red Cross, Optic.
  20. Shamrock and Thistle.
  21. The Fisherboy Triton.
  22. Captain Sam, G. Eggleston.
  23. The Circuit Rider, Eggleston.
  24. The Living Link, De Mille.
  25. The Mirror of Truth.
  26. Puss Cat Mew, Hugessen.
  27. Uncle Tom's Cabin, Stowe.
  28. State Prison Life.
  29. History of Henry of Navarre.
  30. The Lady of The Ice, De Mille.
- And ten more not named.

Books read by a boy in the second grade in three months :

1. The Law and the Lady.
2. Woman's Influence, Chandos.
3. A Woman Hater.
4. That Husband of Mine.
5. They All Do It.
6. Other People's Children.
7. Mary, Queen of Scots, Abbott.
8. Widow Goldsmith's Daughter.
9. Chris and Otho.
10. Hindoo Legends.
11. Cecil Castlemaine's Gage.
12. The Jews and Their Persecutors.
13. Silent and True.
14. Men, Women and Ghosts.
15. Familiar Quotations.

16. Harper's and Scribner's Monthlies.
17. That Lass o' Lowrie's.

Books read by a boy in the third grade in three months :

1. Rob Roy, Scott.
2. Science Primer, Physics.
3. Science Primer, Physiology.
4. Science Primer, Roman History.
5. Jane Eyre.
6. Lady of the Lake.
7. Nina Gordon.
8. Hartley's Book on Etiquette.
9. Virgil's *Æneid*, Book I.
10. Richelieu.
11. Lady of Lyons.
12. Evangeline.
13. Selections from Tennyson.
14. Romeo and Juliet.
15. Few Poems of Byron.

The number of books which can be profitably read by a child in a given time depends, of course, upon a great variety of circumstances. Among these are age, capacity, length of vacations, grade of school work to be done, the amount of work which a child has to do out of school hours, the class of books read, etc.

After careful inquiry among librarians, teachers, and others who have given this subject attention, I have arrived at the conclusion that a child between the ages of ten and sixteen can not, while attending school, read on an average more than twenty-five books per annum to his profit. I assume that he reads in accordance with some general plan, and for a purpose, and that his reading is supervised and directed by some competent person. I exclude from this number all reference books and books to which pupils are sent by their teachers for investigation of special subjects. Most teachers with whom I have conversed have made this number smaller. I have never met one who made it larger.

The number of books which a child can profitably read between his tenth and sixteenth year inclusive is thus one hundred and seventy-five, after making due allowance for the greatest variety of tastes and for all special causes. I think that so far as the school children are concerned, a public library of three hundred titles is



quite large enough. Of course if the number of school children having access to the library be large, a large number of duplicates must be purchased. I have limited the number of titles to three hundred on the ground of the capacity of the children. If the limitation were to be made on the basis of suitability in the books themselves, it is quite probable that the number would be less. The persons who made the lists, printed in another place in this report, inform me that they found it a difficult matter to make up a list of a hundred titles, and one of them informs me that she has given this subject special attention for eight years, and that she has not been able in that time to make a list of more than a hundred titles that was satisfactory to her. If all this is true, what can be expected if a child is led to the door of a public library and is there left to make his selection from a catalogue containing thirty-three thousand titles?

I quote from a recent paper by Prof. Robert C. Metcalf of Boston, Massachusetts, the following:

I am tempted here to give you a short extract from the record of the reading of a class in a Grammar School before the above plan was introduced:

"That Husband of Mine," "Hot Corn," "Helen's Babies," "Guy Elscott's Wife," "Poor and Proud," "Elsie's Dowry," "The Boston Boy," "Life in a French Château," "Tony the Tramp," "Hans the Miser," "Tattered Tom," "Only a Pauper," "The Lamplighter," etc. Some good books—many poor ones. I am somewhat afraid that the list does not contain all that was read.

I fear that books even of a worse character than here indicated are sometimes read and not reported. But let us not forget that the best way to destroy a taste for what is bad is to cultivate a taste for what is good.

If a tree produces a fruit that is mean in size and disagreeable in taste, we do not content ourselves with cutting off the branches, but we graft in something that is better. The parent or teacher who simply tells the child what he must not read, or actually deprives him of the reading matter he has selected for himself, has simply cut off the branches of the tree without grafting in anything at all. The result is disastrous. The tree dies. The child's mind is weakened from a lack of nutriment of the right character, and so becomes, in time, incapable of all growth.

Having indicated how I would cultivate the taste and direct the choice of the pupil, it only remains to suggest how, in my opinion, the public library can be made a great public benefit rather than what it too frequently is—a great public nuisance.

I quote also from Prof. William T. Atkinson of Boston, a few words on this subject:

There can not be a doubt that we are discovering that along with their immensely increased powers of usefulness there is coming a corresponding enlarge-

ment of capacity for mischief; that to make a working library, something more—much more—is necessary than simply to pile books together; that libraries can not be left to run themselves any longer; that with enlargement of sphere and increasing complication of machinery there have come increased responsibility and a vastly increased demand for skill and knowledge and judgment in the management of so potent an instrumentality.

The officers of the law and the public press can do much, but parents and teachers can do more. To teachers and parents I therefore appeal.

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### III.

## WHAT CAN BE DONE BY THE TEACHER.

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### I. THE DUTY OF THE TEACHER.

It is not enough that our instructors teach children to read. They must teach them what to read and how to read. Teachers must cultivate in the children a taste for that which is wholesome. They must introduce their pupils to the best thoughts of the best authors. It is not enough that the teacher point to the library. Public libraries contain good books, but they contain many books that are worthless, and some that are worse than worthless. The teacher must go with the pupil to the library and show him what to get, and how to use it after he gets it. The public library will not take the place of the teacher; on the contrary the multiplication of books and papers and the establishment of libraries make it necessary that we have better teachers and more of them. I quote from a lecture recently delivered before the teachers of Quincy, by Charles Francis Adams, Jr:

It is the fault of a system which brings a community up in the idea that a poor knowledge of the rudiments of reading, writing and arithmetic constitutes in itself an education. Now, on the contrary, it seems to me that the true object of all your labors as real teachers, if, indeed, you are such—the great end of the common school system, is something more than to teach children to read; it

should, if it is to accomplish its full mission, also impart to them a love of reading.

A man or woman whom a whole childhood spent in the common schools has made able to stumble through a newspaper, or labor through a few trashy books, is scarcely better off than one who can not read at all. Indeed, I doubt if he or she is as well off, for it has long been observed that a very small degree of book knowledge almost universally takes a depraved shape. The animal will come out. The man who can barely spell out his newspaper confines his spelling in nine cases out of ten to those highly seasoned portions of it which relate to acts of violence, and especially to murders. Among those who make a profession of journalism this is a perfectly well known fact, and any one who doubts it may satisfy himself on the subject almost any day by a few words of inquiry at a news stand.

As far as I can judge, we teach our children the mechanical part of reading, and then turn them loose to take their chances. If the child has naturally an inquiring or imaginative mind, it perchance may work its way unaided through the traps and pitfalls of literature; but the chances seem to me to be terribly against it.

It is so very easy, and so pleasant, too, to read only books which lead to nothing—light and interesting and exciting books, and the more exciting the better—that it is almost as difficult to wean oneself from it as from the habit of chewing tobacco to excess, or of smoking the whole time, or of depending for stimulus on tea or coffee or spirits. Yet, here, on the threshold of this vast held, you might even call it this wilderness of general literature, full as it is of holes and bogs and pitfalls all covered over with poisonous plants, here it is that our common school system brings our children, and, having brought them there, it leaves them to go on or not, just as they please; or, if they do go on, they are to find their own way or to lose it, a it may chance.

I think this is all wrong. Our educational system stops just where its assistance might be made invaluable, just where it passes out of the mechanical and touches the individual, just where instruction ceases to be drudgery and becomes a source of pleasure.

I quote again from Professor Metcalf:

How then shall we so connect the public school with the public press and the public library that the pupil can, to the best advantage, secure the benefits of each?

Our scholars will read; there is no doubt at all about that. It only remains for us to direct their reading so as to reach and secure what is good, and avoid all that is bad. The teachers should require all pupils above the age of ten years to own a note-book in which shall be recorded, from time to time, the names of all books that might be read with profit in connection with the subjects taught in the school room. A lesson in geography might suggest the "Swiss Family Robinson," or "Robinson Crusoe;" a lesson in history, "The Days of Bruce," or some of Scott's novels; a lesson in reading perhaps suggests "Stellar Worlds," or some interesting biography. Thus in a few years the child has had his attention called to many good books of real value, because they throw a flood of light upon, and add a deal of interest to, subjects of actual study in his school.

But more than this should be done, especially in the higher classes. The teacher should require every pupil to make a weekly report of his reading, to be recorded in a book kept for this especial purpose, in which the pupils' names should be arranged alphabetically, with the necessary space for each child. Such

an inspection and record of the reading of a class will work a wonderful change in its character, even in the space of one short year, and if systematically followed up for a term of years, by a capable teacher, I believe would render the work later, when the children become men and women, much more satisfactory.

Aside from this written weekly report of the pupil, he should be required to make a verbal report or criticism upon the book he has lately read, an outline of the story, why he likes or dislikes it, any peculiarity of style that has been noticed, and so on according to the ability of the scholar. The advantages to be gained by this exercise are too obvious to require comment.

## 2. THE READING LESSON.

The teacher must use the ordinary reading lesson of the day as a means of introducing children to good literature. Too often it is that the teacher contents himself with hearing his pupils merely call the words of the reading lesson without question, without comment. This is not enough. He must awaken the interest of the children. He must arouse them to thought. He must inspire them with a love of that which is good and beautiful, and he must incite in them a spirit that will lead them to investigate. The scene must be pictured; the actor must be called up and the event must be made real.

One who teaches reading well is a good teacher; one who fails to teach reading well is necessarily a poor teacher.

The art of questioning is a great art, and, if properly exercised, a teacher may lead his pupils to understand and to appreciate what they read. In visiting a school a few years since I heard several reading exercises that attracted my attention. I copied some of the questions asked by the teacher in my note-book, and I here reproduce them. The readers used were McGuffey's old series.

### FIRST LESSON. *Second Reader—58th page.*

In what season of the year was this walk taken? 6th paragraph—What is meant by "on the wing"? Name five other things that are sometimes "on the wing." What is meant by "soars"? 8th paragraph—What is the shape of dew-drops? Of what are dew-drops made? Name five other things that sparkle. Why would you get your feet wet if you went off the gravel walk? What did the children see on their way to their aunt's house? Who made the sun, the blue sky, and the grass?

SECOND LESSON. *Third Reader—67th page.*

What kind of a boy was Robert? What kind of a boy was Henry? Which do you like best, and why? What is meant by "struggled"? What is meant by "in vain"? How did Henry show true courage? How did Robert feel towards Henry afterwards? What is meant by "being ashamed"? In the sentence "Never be afraid to do good, but always fear to do evil," change the words "good" and "evil," to others having the same meaning. What have you learned from the lesson?

. THIRD LESSON. *Fourth Reader—79th page.*

1st paragraph—What is knowledge? What do you mean by "excellent"? Change the sentence "Knowledge is an excellent thing," using other words instead of "knowledge" and "excellent." What is the meaning of the word "repeated," and why is it used instead of "said"? What is meant by "the world"? 2d paragraph—What is meant by the expression "looking gravely"? What was it that the little man could not understand? 3d paragraph—What is meant by "thus he went on"? What is a fertile field? Change the following into prose:

"Thus plain, plodding people, we often shall find,  
Will leave hasty, confident people behind:  
Like the tortoise and hare, though together they start,  
We'll soon clearly see they are widely apart."

FOURTH LESSON. *Fifth Reader—72d page.*

1st paragraph—Define "artlessness" and "prattle." Rewrite the first sentence, substituting other words of similar meaning in place of the words "endeavoring," "dissipate," and "gloom." 2d paragraph—What is meant by "human comprehension"? Rewrite the first sentence, substituting other words of similar meaning in place of the words "means" and "exhausted." Define "puny" and "mansion." What would have been a better term than "mansion," and why? 3d paragraph—What is meant by "forlorn," "desolate," and "state"? Is there anything in this piece to lead you to think that the widow was a charitable woman? If so, what? Why may the indolent well bear with poverty while the ability to gain sustenance remains? Why may the individual, who has but his own wants to supply, suffer with fortitude the

“winter of want”? Does the “winter of want” ever come in July?

I also reprint two lessons prepared at my request by William A. Jones, formerly of the Indiana State Normal School, and printed in the Indiana School Journal.

The first lesson must be supposed to be preceded by a picture, in which is seen a lady and a child looking out of a window, through which may be seen a bright star.

#### PROFESSOR JONES'S PAPER.

##### FIRST LESSON.

Mamma, I can see a pretty star.  
 Did you ever go to a star, mamma?  
 O no, I never went to a star.  
 If I get into the cars, and ride, ever so far, can I get  
 to the star?  
 No, the cars never go to the star.  
 If I had wings, like a bird, I would fly to the star.  
 What! Go so far from mamma?  
 O but, mamma, you would go too!

Here is a picture of a sitting room. A mother and her little daughter are sitting at an open window gazing earnestly towards the sky. The picture is designed to assist the fancy of the reader in forming a scene in harmony with what the words suggest. It is important that the reader create this ideal scene. By his own activity he is to create a thing which he shall enjoy.

Preparatory to the exercise of the imagination and emotions of the child, we will attend to the

##### *Study of the Words and the Preliminary Drill.*

The new words in the lesson are *far, cars, mamma, went, wings, would, ever* and *never*. These words, the words for review, the phrases used for drill in pronunciation and in modulation, should be placed on the board prior to the recitation in which they are to be used.

By proper questioning and by using the picture, lead the pupils to use each of the new words in the expression of their own thoughts. When they have thus used them, show them the printed forms of the words. Then require the words to be spelled by letter.

In pronouncing the words, require the pupil to change the tone with respect to quality, speed, force and pitch, thus securing vocal drill and correct pronunciation in the same exercise. Drill especially on any words which the pupils find difficult to pronounce, and on the long Italian sound of *a*, and the short sound of *e*.



Use the following phrases for an exercise in modulation: a pretty star; and ride ever so far; to a star.

After this exercise require the pupils to spell the *new* words and the words *what* and *pretty* from memory. Spell the words *star*, *far*, *car* and *went* by sound.

Write the word *car*. Let the pupils tell what change must be made to make the word *far*; what to make the word *star*.

This exercise will secure attention to the form of each word. It will help them to remember these words. Such exercises will help to form the habit of close observation in the study of words.

This done, the pupils may read the lesson. The reading, in the highest sense, does not consist in speaking the words, as words, correctly; nor does it consist in uttering the phrases and sentences mechanically with the correct modulation as to force, speed, pitch and volume. It *does* consist in leading the pupils "*to read between the lines*" with his imagination or fancy, so that the printed sentence upon the page shall be the best verbal expression of his own thoughts as he contemplates his mental picture. Thus the child's reading will be spontaneous and natural.

Below is presented some "reading between the lines," which the teacher has done preparatory to leading the children to do a similar thing. The questions which might lead the children to form the picture presented in words are purposely omitted. Were they printed they might mislead.

#### *The Picture.*

In this lesson the little reader is taken into a refined and cultivated home.

He enters the pleasant sitting room, stands at the open window in the summer twilight and looks out at the sky.

It is his mother, it may be, who sits near the window in the large, easy chair, with her arm around his little sister, who stands by her side.

He thinks they are watching some swallows flying home to their nests.

All at once the little sister sees a bright star. She tells her mother—

"Mamma, I see a pretty star."

He looks at their faces; they are full of wonder and delight.

The little sister is still for a moment. She thinks she would like to go to the star. It must be a beautiful place. She wonders how she can get there—it is so far away. Maybe her mamma has been there. She asks her—

"Did you ever go to a star, mamma?"

Mamma knows that *no one* has ever been to a star, but she does not say so. She will let the little wonderer find out a way if she can. So she only says, "No. I never went to a star." Baby sister knows the cars go away out of sight, beyond where the earth and sky meet into the great unknown.

Perhaps they will take her, so she says: "If I get into the cars and ride *ever* so far, can I get to the star?"

Mamma smiles, and says: "No, the cars never go to the star." She does not say there is no other way; so baby thinks again.

She has been watching the birds and she thinks of their wings. She has seen the swallow fly up into the sky and away out of sight. Surely *they* go to the star. Now she is sure she has found the way. So she turns to her mother with a face as

full of delight as when she first saw the star. "If I had wings like the bird, I would fly to the star."

Her mother will not spoil her pretty fancy, so she turns baby's thoughts to herself. She says gently, almost reproachfully: "What, go *so far* from mamma?" Baby is quick to comfort. She had not thought of leaving mamma. "O but, mamma, you would go too!"

In this brief visit to a happy and intelligent home, the visitor may be the little ragged child of the poor washwoman. *His* mother finds no time to *enjoy* her children. The visitor may be the well-dressed and pampered child of luxury. *His* mother is too busy taking care of the fine clothes and seeking her own pleasure, to take care of the soul of her child. Neither child may find at home the affection and sympathy that each craves. The star will be a friend to them. They will like to come back to their first reader for another happy talk with its inmates.

The children do not know it, but the wings of their imaginations have grown a little in following the little sister's flight of fancy.

There may be matter enough in the above for *two* lessons; possibly for *three*.

## SECOND LESSON. *Girls and Flowers.*

Once there were two little sisters—Ellie, who was six years old, and Fanny, who was four and a half. Their father, who went to Boston every day, often took a nosegay, which his girls cut for him, to put in a vase in his office.

One morning, as he was going through a dirty part of the city, he met three or four ragged little girls, who asked him to give them some of his roses. So he gave them one apiece, and when he got home at night he told Ellie and Fanny what he had done with their nosegay.

They were much pleased. Little Fanny got her scissors and started for the garden to get more roses, but her mother persuaded her to wait till morning. So the next morning, and a good many mornings after that, the two little girls were out bright and early, cutting pretty flowers for their father to give away to the little girls who had none.

He seldom had any flowers for himself when he reached his office, and the first question Ellie and Fanny asked at night was, "Papa, did you see any little girls to-day to give flowers to?"

### *Preparatory Study of Words.*

|          |           |         |         |
|----------|-----------|---------|---------|
| *Nosegay | roses     | *office | *Fanny  |
| to-day   | flowers   | *city   | *Ellie  |
| scissors | persuaded | there   | *Boston |
| *vase    | question  | their   | country |

The above words are selected from the reading lesson because some of them express the central ideas in the sentences, others are difficult to spell, and others illustrate facts in the formation and pronunciation of words which pupils should be led to observe.

Pupils should be required to pronounce the words rapidly and accurately, to spell them by letter, orally, and in writing.

They should be tested on the meaning of the words which express leading ideas in the lesson. They may be required to give synonyms, to use the word in

a sentence, or to tell in their own words what the word means, or to describe the thing named.

They should spell by sound the words starred, and tell what letter stands for each sound. They should observe that some letters are silent; that *s* in different words has different sounds; that *c* in city has the same sound as *s* in vase; that *y* in some of the words has the same sound as *i*.

They should observe that the words *their* and *there* sound alike but are spelled differently and have different meanings.

They should observe how the pronunciation and meaning of the words *flowers* and *roses* would be changed by dropping final *s*; how the word *vase* would be changed by adding *s*.

They should observe that the words *nosegay* and *to-day* are both formed by putting two words together; and that a hyphen is used in one word and not in the other.

They should observe the use of capitals in words of the lesson.

### *Vocal Drill.*

For vocal drill the same exercises may be used as those suggested in first reader lesson.

For distinct articulation, practice on the phrases, "four and a half;" "a dirty part of the city;" "in his office;" "cutting pretty flowers;" "asked him," etc.

The larger part of one's vocabulary is acquired, not by the study of words in set "spelling lessons," but by observing the pronunciation and use of words in oral speech, and by reading.

The extent and accuracy of one's vocabulary must, therefore, depend largely on the power of intelligent observation through the ear and the eye, and on the *habits* of study formed in the study of the lessons which are given.

### *Interpretation of the Lesson.*

Two little girls are presented. They are sisters. They are pretty children, clean and neatly dressed. They live near a large city—Boston.

Their father goes to town every morning to his business. He has an office there. He may be a lawyer, a merchant, or an editor. He comes home at night. He has a nice home in the country. The grounds are laid out in walks and plats of grass in which stand shade trees. The birds sing in these trees in the early morning. Part of the ground is occupied by a garden filled with growing vegetables, fruits, and many beautiful flowers.

It is a bright, beautiful morning in June. The children are awakened early by the singing of the birds.

The leaves, the grass, and the flowers are sparkling with dew and filling the air with perfume. The little girls enjoy the pure air, the sunshine, the flowers, and their comfortable home.

Their father is a kind, intelligent man. He loves his two little girls, and does many things for their comfort and happiness. The little girls love their papa, too, and to show him that they love him, and to make him think of them and their

beautiful home while he is gone, they give him a nice bouquet of flowers to take with him to the city.

When their father reaches the city he has to pass through a close, narrow, dirty street. Close together, on each side of the street, are dingy-looking brick houses, with dirty, broken windows. The sidewalks and pavements are of stone. How hot and dusty the street is! Stifling odors come from the gutters, and from the cellars under the walks. No sod of green grass, no beautiful flowers are there. No trees with their leaves sparkling with the morning dew give shelter to the singing birds; so the birds do not come.

Yet these houses are filled with people, crowded together from basement to garret. Not only men and women but many children, little girls of the age of Fanny and Ellie, live here. These children have poor food and ragged clothes. They are left to learn many bad ways. Their fathers and mothers have no time and no wish to teach them what they need to know.

As Ellie's and Fanny's father passes up the street with his bunch of beautiful flowers reminding him of his own two little girls at home, three or four ragged little girls ask him for some roses. He gives each of them a rose.

At night he tells Ellie and Fanny what he has done with their nosegay.

They pause a moment to think that papa has given away their nosegay. It would have pleased them to think that papa had kept it and placed it on the table in his office, where its beauty and perfume would have caused him to think of his own two little girls at home, and wish to hasten home at night to enjoy their company.

Then again they thought of the hot, narrow, dirty street in the city. They thought of the poor, little, ragged girls who had never been out of that street; had never seen the green fields, the flowers, the trees, the birds in the country; had never smelled the fresh, pure air of such a morning as that was. They feel happier that their father gave the flowers to the little ragged girls.

They wish to continue this pleasure.

Fanny, although it is now nearly dark, gets the scissors and starts for the garden to cut fresh flowers to send to the poor little children in the city. Her mother persuades her to wait till the morning; the flowers will then be fresher and more beautiful.

The children wake next morning with the birds. They gather more flowers than before, that their father may make more of the poor children in the city happy.

Although the children in the city are dirty and ragged, and have some bad ways, they know what beauty is and enjoy it with delight.

Ellie and Fanny were made happy by the kind thoughts and feelings which came back to them from their own kind deed.

*Kind thoughts and feelings* are flowers which *all* may offer in some way, not only to those whom they love, but to strangers who may need them. The more one gives away these fairest of all flowers the faster they will grow in the *heart-garden*.

Every reading lesson *should* have a message for the soul of the child. Something of truth, or beauty, or goodness, should be expressed in it. The message can reach the soul only as it comes in a form which the fancy can seize, and which the soul can translate through its own experience.

This selection has an *ethical* truth to teach—the universal truth of *charity*. Its power over the *will* depends on the vividness with which the mind sees the concrete forms in which it is presented.

The simple, almost barren story, taken for this lesson, leaves the child with only the strong outlines of scenes. These scenes his own imagination must complete. The effort to do this, under the guidance of the teacher, will warm the mind into that fervid glow of feeling in which it becomes most sensitive to the touch of the good.

The preceding may suggest the preparation which will enable the teacher first to find the "*spirit of the lesson*" himself, and then to ask the questions which will help the children to find it.

I also present an extract from a lesson prepared by George P. Brown, President of the Indiana Normal School:

#### PRESIDENT BROWN'S PAPER.

Let us suppose that we are teaching pupils from twelve to fourteen years of age, who are reading in the Fourth and Fifth Reader.

The first thing for teacher and pupil to learn is that the time of *every* reading recitation is not necessarily devoted to drill in reading.

The pupil is not prepared for the elocutionary part of the exercise until there has been a thorough study of the piece for the purpose of mastering the thought. Each recitation from classic literature—and very little of any other kind should be put into our higher readers—furnishes work enough for four, five, or more recitations.

1. There are biographical, historical, geographical, scientific and literary allusions in nearly every piece. These must be studied, discussed and understood before the selection can be read intelligently.

2. There are words of peculiar orthography and pronunciation which should be learned.

3. There are many words and phrases having a special meaning in the lesson, which should be sought out and defined by the pupil in *language of his own*. Mere dictionary synonyms will not serve. All of this must be done before the pupil is prepared to read at all.

4. Before the piece is finally left the pupil should be required to write a paraphrase of certain portions or of all of it, expressing the thoughts of his own language and then his style of composition compared with the author's, and its defects noted. This is one kind, and a very useful kind of exercise in composition.

5. If the selection is a gem worthy to be remembered, it should be committed to memory. No one who has never experienced it will be able to estimate the value of a large store of classic pieces thus fixed in the memory. They are valuable for the grandeur of the thoughts, for their excellence of style, and for the increased vocabulary they give.

Let us suppose, for illustration, that the piece for study is Longfellow's Psalm of Life.

1. *Interpret the thought*, "Mournful numbers." (There is a number of poetical feet in each line, hence poetry is sometimes called *numbers*.) The thought of the first stanza is: Say not that life is a dream, for if a *dream* then the soul must be asleep, but the sleep of the soul is death, and in death there are no dreams; and besides, in a dream things are not what they seem, they are not real. But life is a real thing, and therefore not a dream. Does the second stanza teach the immortality of the soul? What is meant by the second line? What is taught in the third stanza? What figure is used in the fourth stanza? Does "hearts" refer to the soul or the heart in the body? What is a muffled drum? When used? What is the meaning of the word "art" in the line "Art is long and time is fleeting"? What is meant here by "battle," "bivouac" (action and rest)? What allusion is made in "Let the dead past bury its dead"? What in "Dust thou art"? etc. What is the thought expressed in the last line of the sixth stanza? What imagery is suggested by the eighth stanza (a man shipwrecked upon some lonely island discovers a footprint which tells him that he is not alone). What is the thought expressed in the last line of the ninth?

2. *Spelling and Pronunciation*.—"Bivouac," "dumb," "cattle," "achieving," "pursuing," "main," "goal," "funeral," etc.

3. *Definitions*.—"Slumbers," "goal," "destined," "fleeting," "hero," "strife," "sublime," "sands of time," "solemn main," "forlorn," "destined," "stout," "funeral," "marches," "field of battle," "bivouac."

4. *Language Lesson*.—What meaning is given by *s* in numbers; by *est* in returnest; by *'s* in world's; *s* in its? What is the meaning of the apostrophe in o'er; howe'er? Give two reasons for beginning Art, in the fourth stanza, with a capital? Why does Time begin with a capital? What words are used to describe "numbers," "dream," "life," "Time," "hearts," "marches," etc.? Why is *is* used in the third line and *are* used in the fourth line of the first stanza?

There is hardly any limit to this class of questions. The skillful teacher will question for different things in different lessons under this head.

After all this work has been done, the pupil is prepared to write a paraphrase of this poem, expressing in his own language and in prose the thoughts of the poem. "But," says the objector, "this takes too much time." We answer that it is the business of the teacher to teach the pupil how to make the thoughts of an author his own. If the pupil fails to do this he fails to realize the end of his reading lesson. A reading lesson, the thoughts in which are not mastered, is as sorry a failure as an arithmetic lesson not understood. It takes time, but the habit once acquired of thoroughly comprehending everything that is read will eventually result in the pupil's being able to read anything with pleasure and ease, and if he studies classic literature he will form a taste for good reading that will be the source of never-ending profit and enjoyment to him.

### 3. THE HISTORY LESSON.

The teacher of history and geography has a good opportunity to direct his pupils in their reading. The libraries are full of interesting and instructive books that will aid him in his work, to which the attention of the children should be called. History, biography, books of travel and exploration of an interesting and

instructive character, can always be found. No one can teach history and geography well without leading the children away from the mere text-book which they have in their hands. One who fails to do this fails to teach. The pupil of a true teacher learns comparatively little in the school room, but he learns how to learn, and he goes out inspired with a love for knowledge, and he thus becomes a learner as long as he lives.

I quote from a paper prepared by Prof. Huntington, an Indiana teacher, in which he gives one of his monthly programmes containing a course of supplemental reading prepared for his classes in geography and history :

The course of supplementary reading for this and the succeeding four years may be understood by a perusal of the following programmes for the month of December, 1877. Similar programmes are prepared each month, and each scholar is supplied with a copy. No pupil is expected to read all the books marked as collateral reading, yet he is expected to read some of them well, and to keep a journal, as in the fifth grade, which is frequently submitted to the perusal of the teacher. The teacher advises each pupil what to read and how to read, but no *positive commands* are made to any one. No trouble is experienced in inducing pupils to follow such courses as are best adapted to them. It will be observed that the three branches, Literature, History, and Rhetoric, become more and more closely connected as the work advances.

#### SIXTH YEAR GRADE. DECEMBER, 1877.

Subject for study:

AFRICA.—To be studied.

*Cyclopedia Articles*.—Africa, Egypt, Nile, Cape of Good Hope, Cape Colony, Negro, Guinea, Mungo Parke, Landers, Livingstone, etc.

*Collateral Reading*.—Polar and Tropical Worlds, Part II.; Livingston's Travels; Baker's Albert Nyanza; Baker's Ismailia; Egypt Three Thousand Years Ago; Mayne Reid's Giraffe Hunters; Du Chaillu's Life under the Equator; Du Chaillu's Country of the Dwarfs.

*Essays*.—Each pupil to write on one of the following subjects:

- a. The Climate and Productions of Africa.
- b. The Temperate Zone preferable to the Torrid.
- c. Reasons why Africa has not been more fully explored.
- d. Ancient Egypt.

Subjects for Special Inquiry:

- a. Mysteries connected with the Nile river.
- b. The Sahara Desert.
- c. Stanley's Explorations.
- d. The Diamond Fields of South Africa.
- e. The Pyramids.
- f. The present condition of Egypt.

## SEVENTH YEAR GRADE. DECEMBER, 1877.

*Reviews on U. S. History. Text book,—Epoch of Discoveries. Supplementary.*

- a. Our Country, to the year 1600.
- b. Bancroft's History, Vol. 1, to Chap. 4.
- c. Conquest of Mexico, Vol. 1, page 230 to 488.
- d. Abbott's Hernando Cortez.
- e. Prescott's Ferdinand and Isabella, Vol. 2, page 110 to 133, page 160 to 181; also, Chap. 8.
- f. Irving's Columbus, Vol. 1.
- g. Field Book of the Revolution—Introduction.
- h. Ancient America.

*Cyclopedia Articles.*—Spaniards: Columbus, Americus Vespucius, Balboa, Narvaez, Cortez, De Soto, Melendez. Portuguese: Cortereal, Vasco da Gama, Magellan. French: Champlain, Cartier, De Monts. English: The Cabots, Frobisher, Drake, Henry Hudson, etc.

*Geographical.*—Map of North America, showing Discoveries, to be drawn. To be read:

- i. Polar and Tropical Worlds, Chap. 25 to 45.
- j. Book of the World, Vol. 1, to page 35.

Subjects for Essays:

- I. Causes which led to the discovery of America.
- II. Condition of America previous to the discovery.
- III. The treatment of the Indians by the Spaniards. Was it justifiable? Why?
- IV. Character of the Spanish Discoveries.

## 4. THE COMPOSITION LESSON.

I quote from a recent paper by W. E. Foster, librarian of the public library of Providence, R. I., some remarks upon composition writing, which, although addressed to librarians, may with equal propriety be directed to teachers.

There is an exercise in most of our schools known as English composition. Rightly improved, it is an invaluable opportunity to the pupil, not merely of learning to express himself correctly, but, by drawing him into a hundred various lines of thought, of setting in operation mental processes otherwise in danger of lying dormant. The librarian, while supplying help in connection with composition-writing, should remember not to lose sight of this fundamental principle; for the exercise can easily be conducted in such a way as to deaden, instead of developing thought. If the librarian is furnished by the teacher with a list of the subjects assigned (and it would be well if this practice were observed), he should take pains to make topical references to whatever the library contains on the subjects, whether in separate volumes, in collections of essays, in collective biographies, in periodicals, or in government publications. This is labor which will yield a rich return. But at the same time he should, by judicious counsel and suggestion, direct the use of the authorities, if possible, in the proper way. *He should see that the pupil is not forming the habit of mechanically incorporating the material of the author into his own*



*composition, without any mental effort, without really making the thought his*, but that with his mental powers in full operation, and stimulated by the suggestiveness of the author, the thought passes, by process of assimilation, into the constitution of his own mind. It is by no means certain that the method of a New England high-school teacher, in this department, is not the correct one. Books are systematically assigned to members of the class for careful reading, and also subjects for composition on allied topics, but the latter are separated from the former by an interval of several months, and the request is made that there shall be no recurring to the books after they have once been read. The tendency is to a careful, symmetrical reading of the book at the outset, there being no pressure felt to read with an eye solely to one feature, since the particular use which is to be made of it is not then known. The substance of the book is acquired, and, by the deliberate reflection of several months, digested. When at last the time comes to write, the pupil draws, not upon the material of another writer, transferring it bodily, but upon the contents and resources of his own mind.

##### 5. THE USE OF REFERENCE BOOKS.

Many of our most valuable books are not to be read, but are to be used as reference books. It is impossible for a man to carry with him all the useful information he will need, and the most effective man is one who knows how and where to obtain additional information when he needs it. A very important part of a teacher's work, then, is to teach children to use reference books. The dictionary, the gazetteer, the atlas and the cyclopedia must be the constant, daily companions of the pupil. No school is well equipped unless it is supplied with them. No one *teaches*, in the highest sense, unless he opens these reference books and shows his pupils how to use them. I quote again from Mr. Foster's paper :

Of a different nature is the course which should be taken in familiarizing pupils with the use of reference-books. This should begin very early in the pupil's career, and be made an essential part of his mental constitution, for in this consists one of the chief points of difference between a man of accurate scholarship and one who half knows a thing, a man with definite and specific habits of thought and one in whose vague apprehension knowledge is almost lost. Not only should pupils be familiarized at the school-room with the use of such reference-books as may be there, but referred to the library for others. See that the pupil forms the habit of following up his reading of a work of history or travel with an atlas on which he may trace the routes, and gain a definite picture in his own mind. In reading a scientific work, let him turn to the cyclopædias for an explanation of some process or term with which he is acquainted, and in reading any work, let him consult the English dictionary for the meaning and derivation of unfamiliar words. At the library the works of reference should be entirely accessible, being placed outside the counter, with every convenience for consulting them; and the librarian should take pains, as far as possible, to assist in familiarizing readers with their use. We take pleasure in quoting from a teacher the following suggestions: "If information is sought which you can not supply at the

moment, do not put off the inquirer until you have had time to look it up privately. Set to work *with* him; show him your method of 'chasing down' a subject; teach him how to use dictionaries, indexes, and tables of contents. 'Work aloud' before the pupil. In short, show him how to carry on investigations for himself." The teacher should systematically encourage this tendency by questions given out at regular intervals, which do not, like the topics already alluded to, require reading a book through, but which require the consulting of a reference-book. The pupil will thank his instructor for such discipline as this, in after life, for the habit of intelligent observation and investigation, which has become almost 'second nature,' is of itself worth acquiring."

I call attention to the admirable article on reference-books, prepared at my request by Miss Hinman, and read before the recent meeting of the National Educational Association at Chattanooga, which will be found on a subsequent page.

#### 6. SUPPLEMENTAL READING.

I add an extract from a well-written article on Supplemental Reading, found in the New York School Journal:

Now, it is very evident that the advantages which the readers have as exercises in elocution and drill-books prevent them in most cases from inspiring any love of good reading and from giving the power of sustained interest. It is to promote these two objects that supplementary reading has been introduced into many of our schools. Books and magazines are brought forward to do what the reading books from their nature can not do. The class has had its exercise in reading. Suppose one wished now to reward the children by giving them something interesting to read. How many children would find it especially interesting to read in another part of their reader? Perhaps the exercise has included Longfellow's "Psalm of Life." The teacher has a copy of "American Poems" on her desk and proposes a reading of *Evangeline*, which is contained in it. There is, perhaps, half an hour before the session closes, and she reads, we will say, to where the notary enters the room. The story is only begun; perhaps she has stopped now and then, to explain by means of the notes at the bottom of the page, some difficulty; the children have heard enough to make them wish for more. The next morning one of the girls has been specially industrious; she gives her the book and bids her read to herself the rest of the first part, and in the afternoon, when the hour for reading comes, for once, she omits the regular exercise, and instead has this girl stand and read aloud from the point where she herself had left off the day before. The story of *Evangeline* has now been half read, and the children as they walk home begin to talk it over and to wonder how it will end. One or another begs for the book, and gets it if his or her work is well done or early done.

In a week or two, by reading aloud or silently, a large part of the class is familiar with the story, and the teacher, recurring to the notes, tries one here and there before the class as to the meaning of certain passages. The compositions are found to have reference to *Evangeline*. Then questions begin to be asked about the history on which the poem is based. In "American Poems" there is an in-

roduction giving the facts and citing the authorities. The older ones look up these authorities at the library, and possibly a little debate springs up upon the necessity of the removal of the Arcadians. Then, some day when the reading has dragged, the readers are shut, Evangeline is brought out and the children are allowed to read their favorite passages aloud. The school has perhaps two or three or more copies of the book, and while one is reading others are getting ready for their turn. The same course follows with "The Courtship of Miles Standish" and "The Building of the Ship," and before many weeks the children have learned nearly to know Longfellow a little. They are interested in the man. Some may have seen him at his house in Cambridge. The little biographic sketch in "American Poems" is read, and the further criticism in "American Prose." It is discovered that he wrote one or two stories and wove travel-scenes into his books. One and another draws his poems and prose works from the library, and the teacher perhaps proposes on a certain day to have a Longfellow afternoon, in which each scholar shall copy from memory some one short poem, choosing his individual favorite; a reading shall be given aloud, and the teacher shall gather such outside suggestions and help as her study and interest have brought to light.

Now, we have only followed a single clue of this captivating subject, and yet who does not recognize the fact that it is perfectly reasonable and full of suggestions? Then consider the result. The children have been interested in certain pure literature, and in reading it they have forgotten the exercise and thought only of what they were reading. They have, some of them at least, *learned to read*, and they might have gone on for two or three years more with their readers and have been no further on in the real art. But we have named a single poet only, although he is, perhaps, the most fruitful one, for his works, both in prose and verse, constantly lure one down new paths and open inexhaustible fields. He is not alone, however. Take the two books we have already named, "American Poems" and "American Prose," and consider that the children who, under the guidance of a teacher have gone through them, have made the acquaintance of Longfellow, Whittier, Bryant, Lowell, Thoreau, Hawthorne, Holmes, Irving and Emerson, and that the works of these writers, pure and lofty in character, constitute a body of literature distinctly American, and rich and powerful in influence; consider further, that the children have been led on and on by their interest and the gentle compulsion of school work, and say, if they have not already been unconsciously given at school, just what we want them to have, a love of good literature, an interest in their home authors, a taste for the high and enduring form of art, and a shield more or less protective against meaner literature and associates.

## IV.

THE RESPONSIBILITY OF PARENTS.

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1. The people found libraries and tax themselves for the support of public schools. Suppose these libraries to be large and well selected, and suppose that the public school teacher does all he can, is the parent thus relieved from responsibility in respect to the literature which his child reads? A teacher may undoubtedly exert a strong influence over a child, but the wise parent may and ought to exert a stronger influence. This is evident, I think, from several considerations. The child is in school but a small part of his time, and while there he is necessarily much engaged in mechanical processes and in routine. He is under restraint and is a subject of discipline; he is one of a large number, and hence, in a measure, loses his individuality. In an attractive home, surrounded by intelligent friends, with books and papers and magazines, the child finds conditions that are favorable to the highest and best results. It is not only the duty, but it is the privilege of a parent to know what his child is reading. The parent should not only know what is read, but he should wisely direct and supervise the reading. He should do more than this; he should read with his child and the child with him, and both should realize the stimulus of a sympathetic literary companionship.

2. Again, ownership in a good book adds to the power of the book. A hundred well selected books owned by a child will exert a far greater influence over him than the same hundred books will if borrowed from a public library. The best way to protect a child from the influence of bad literature is to invest him with the ownership of that which is good. The parent who fails to interest his child in good reading by securing for him a small but well-selected library, fails to do his duty and forgoes a high privilege. When a good book can be bought for five cents but few have any excuse for this neglect.

In order to aid parents in selecting books for their children, I append several lists of books which have been carefully prepared by competent persons especially for this report. The lists are lim-

ited to about one hundred titles each. They have been prepared without consultation between the compilers, and hence titles found in one list are often found in the others. I call the attention of parents and teachers to these lists, and to the articles on the use of reference books, history clubs, and other topics which follow.

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#### LIST PREPARED BY MRS. LUCIUS B. SWIFT.

The following list of books I can, with a few qualifications mentioned below, earnestly recommend. It is classified so far as I am able to do it. I can not say even generally that a certain book is good for children of a certain age; that depends upon the children and upon the looking after their reading is to have. I do not regret this, for parents and teachers like to put this decision upon other shoulders, and thus avoid the painstaking observation necessary to fit themselves to make it. If it were laid down that at ten years a child was to read certain books, and at eleven certain others, the manner of managing children's reading would speedily become but another "method."

I have attempted a loose arrangement into history, science, and stories; as a rule the more childish come first. The nature of its origin makes the list very incomplete. It has slowly grown to meet my own needs. It contains a few books which I have not been able to read, but these have been highly spoken of by the *Nation* or the English *Saturday Review*, the two most discriminating papers in regard to children's reading. This list is also inconsistent, for it has books I view doubtfully, but I have lowered my standard and put these in because there was nothing better; I should not be willing to compromise to any greater extent. For instance, I regret Mrs. Whitney's mysticism and English; I do not quite like to put Miss Yonge's histories before young people, especially in company with Mr. Higginson's; The Bodley "Stories" have become a little tame; Mr. Knox's "Boy Travelers" impart their information in a fashion somewhat encyclopædic; "Bob Sawyer" is too highly seasoned at the last; but every one of these books has some qualities with which I could not dispense. It may not be amiss to warn children that because "Little Women" or Kingston's "Snow Shoes and Canoes" is admitted, it does not follow that all the works of these authors are approved.

#### HISTORICAL BOOKS.

Young Folks' Series, Edited by Geo. M. Towle:

|  |        |
|--|--------|
| Vasco da Gama.....   | \$1.00 |
| Magellan.....  | 1.00   |
| Marco Polo.....  | 1.00   |
| Pizarro.....   | 1.00   |
| Famous American Indians; Pocahontas. Eggleston. (Dodd, Mead & Co.).. | 1.25   |
| Montezuma. Eggleston. (Dodd, Mead & Co.).....                        | 1.25   |
| Young Folks' Book of American Explorers. Higginson.....              | 1.50   |
| Young Folks' History of United States. Higginson.....                | 1.50   |
| Cameos of English History. Miss Yonge .....                          | 1.00   |

|   |        |
|---|--------|
| The Story of the Christians and Moors of Spain. Miss Yonge..... | \$1.25 |
| Young Folks' History of England. Miss Yonge.....                | 1.50   |
| Young Folks' History of Germany. Miss Yonge.....                | 1.50   |
| Young Folks' History of Rome. Miss Yonge.....                   | 1.50   |
| Young Folks' History of Greece. Miss Yonge.....                 | 1.50   |
| Short History of France for Young People. Miss Kirkland.....    | 1.50   |
| Lectures on English History. Miss Guest.....                    | —      |
| The Boys' Froissart. Sidney Lanier.....                         | 3.00   |
| Tales of King Arthur. Sidney Lanier.....                        | 3.00   |
| Ivanhoe. Scott.....   | 1.00   |
| Plutarch's Lives. 3 vol.....                                    | 4.50   |
| Readings from History. Green.....                               | 1.50   |
| Shorter History of the English People. Green.....               | 1.30   |
| Politics for Young Americans. Nordhoff.....                     | .88    |

## SCIENTIFIC BOOKS.

|   |           |
|---|-----------|
| Little Folks in Feathers and Fur. Olive Thorne Miller.....                      | 2.25      |
| Queer Pets. Olive Thorne Miller. (E. P. Dulton & Co.).....                      | 2.50      |
| Fairy Land of Science. A. B. Buckley.....                                       | 1.50      |
| In the Sky Garden. L. W. Champney.....  | 1.50      |
| Madam How and Lady Why. Charles Kingsley.....                                   | 2.00      |
| Scouring of the White Horse. Thomas Hughes.....                                 | 1.25      |
| Boys' Play-book of Science. Pepper.....   | 2.00      |
| Brother Tom and the Bird Summer. M. E. Miller.....                              | —         |
| Six Little Cooks. Miss Kirkland.....  | 1.00      |
| Dora's Housekeeping. Miss Kirkland.....   | 1.00      |
| Grammar Land. Nesbitt.....  | 1.25      |
| The Servants of the Stomach. Mace'.....   | 1.75      |
| History of a Mouthful of Bread. Mace'.....                                      | 1.75      |
| What Mr. Darwin Saw .....   | 3.00      |
| Modern Magic. Professor Hoffmann.....   | —         |
| Secrets of Conjuring. Houdin. Translated and edited by Professor Hoffmann ..... | —         |
| The Boy Engineers Lukin.....  | 1.75      |
| Wake Robin. Burroughs.....  | 1.50      |
| Young Folks' Cyclopedia. Champlin Jr.....                                       | 3.00      |
| Young Folks' Cyclopedia of Names and Places. Champlin, Jr.....                  | In press. |

## FAIRY STORIES AND LEGENDS.

|  |      |
|--|------|
| Little Speckly, or the Adventures of a Chicken, as told by Herself.....                                    | .75  |
| The Chicken Market. Professor Henry Morley.....  | 1.75 |
| Adventures of a Brownie. Mrs. Muloch Craik.....  | .90  |
| Mopsa, the Fairy. Jean Ingelow.....  | 1.25 |
| Fairy Tales for the Household. Hans Anderson.....  | 1.75 |
| Household Stories. Grimm.....  | 2.50 |
| Arabian Nights.....  | 1.00 |
| Old Fashioned Fairy Tales, Munroe and Francis. 2 vols. New edition.<br>Roberts Bros .....                  | 2.00 |
| The Enchanted Moccasins and other Legends of the American Indians (com-<br>piled). Cornelius Matthews..... | 1.50 |

|   |        |
|---|--------|
| Wonder Book. Hawthorne.....   | \$1.50 |
| The Double Story. George Macdonald.....   | 1.00   |
| Wonder-world Stories from all Nations, collected and translated by Mary Pabke and M. Deane..... | 1.75   |
| Fairy Tales. John Thackeray Bunce.....  | .60    |
| On a Pincushion, and other fairy stories. Mary DeMorgan. ....                                   | 1.50   |
| The Necklace of Princess Fiorimonde. Mary DeMorgan. (Macmillan & Co.)                           | 2.00   |
| Water Babies. Charles Kingsley.....   | 1.75   |
| Alice in Wonderland. Alice Liddell.....   | 1.50   |
| Through Looking-glass. Alice Liddell.....   | 1.50   |
| Japanese Fairy World. W. E. Griffis. (James H. Barhyte.....                                     | 1.50   |
| The Heroes. Charles Kingsley.....   | 1.75   |
| Tales of Ancient Greece. Cox.....   | 1.60   |

## STORIES, TRAVELS, ETC.

|   |      |
|---|------|
| Nine Little Goslings. Miss Sa. C. Woolsey, "Susan Coolidge." (Roberts). | 1.50 |
| Eyebright. Miss Sa. C. Woolsey, "Susan Coolidge." (Roberts).....        | 1.50 |
| What Katy Did. Miss Sa. C. Woolsey, "Susan Coolidge." (Roberts).....    | 1.50 |
| When I was a Little Girl, by author of St. O'aves.....                  | 1.50 |
| Alice in the Country, by author of St. O'aves, (paper).....             | .50  |
| Carrots: Just a Little Boy. Mrs. Molesworth.....                        | 1.50 |
| Tell Me a Story. Mrs. Molesworth.....                                   | 1.50 |
| The Cuckoo Clock. Mrs. Molesworth.....                                  | 1.50 |
| Grandmother Dear. Mrs. Molesworth.....                                  | 1.50 |
| The Tapestry Room. Mrs. Molesworth. (London: Macmillan).....            | 1.50 |
| The Trotty Book. Miss Phelps.....                                       | 1.50 |
| William Henry Letters. A. M. Diaz.....                                  | 1.50 |
| The Bodley Series. Scudder. (5 volumes).....                            | 1.50 |
| Susy Books. Miss Prentiss. (3 volumes).....                             | 2.50 |
| Story of a Bad Boy. Aldrich.....  | 1.50 |
| Hans Brinker. Mary Mapes Dodge.....                                     | 1.50 |
| Boys of Other Countries. Taylor.....                                    | 1.25 |
| Sanford and Merton, Thomas Day. (New edition. Roberts Bros).....        | 1.25 |
| Snow Shoes and Canoes. H. S. Kingston.....                              | —    |
| The St. Nicholas, bound.....  | 4.00 |
| Little Classics; Childhood.....   | 1.00 |
| Exile.....  | 1.00 |
| Heroism.....  | 1.00 |
| The Boys and Girls of the Revolution. Woodman.....                      | 1.25 |
| About Old Story Tellers. Mitchell.....                                  | 2.00 |
| My Boyhood, a Story for Boys, H. C. Barkley.....                        | 1.25 |
| Being a Boy. Charles Dudley Warner.....                                 | 1.50 |
| Bob Sawyer. Clemens ("Mark Twain").....                                 | 2.75 |
| Book of Biography. Chambers.....  | 1.50 |
| Robinson Crusoe. Defoe.....   | 1.00 |
| Tom Brown at Rugby. Hughes.....   | 1.50 |
| Little Women. Louise M. Alcott.....                                     | 3.00 |
| Old-Fashioned Girl. Louise M. Alcott.....                               | 1.50 |
| The Gayworthys. Mrs. A. T. D. Whitney.....                              | 2.00 |
| The Daisy Chain. Miss Yonge.....  | 1.75 |

|   |      |
|---|------|
| Harry Blout. P. Hamerton. (London: Seeley, Jackson & Co).....           | \$—  |
| Tales from Shakspeare. Charles and Mary Lamb. Two volumes each.....     | .35  |
| Shakspeare, finely illustrated.....                                     | 3.75 |
| Tales from Chaucer. Turner.....   | 1.50 |
| Chaucer for Children. Mrs. Haweis. (London: Chatto & Mandres).....      | 3.50 |
| Parents' Assistant. Miss Edgeworth.....                                 | 1.50 |
| The Vicar of Wakefield. Goldsmith.....                                  | 1.00 |
| Christmas Stories. Dickens.....   | 2.00 |
| Summer in Normandy. Mrs. Charles Ellis.....                             | —    |
| Marie, A Glimpse of Life and France. Annie Raine Ellis.....             | —    |
| Picciola, Saintine.....   | 1.00 |
| Sans Famille, Hector Malot—Translated with title of "No Relations"..... | 1.25 |
| Boy Travellers in the Far East (Japan and China). Knox.....             | 3.00 |
| Boy Travellers in the Far East (Siam and Java). Knox.....               | 3.00 |
| Tent Life in Siberia. George Kennan (G. P. Putnam's Sons).....          | 2.00 |
| Rab and his Friends. John Brown, M. D.....                              | .50  |
| Poetry for Children. Charles and Mary Lamb.....                         | 1.25 |
| Apple Blossoms. Goodale (children).....                                 | 1.25 |
| Child Life in Verse. Whittier.....                                      | 3.00 |
| Bits of Talk. Helen Hunt.....   | 1.00 |
| How to Do It. E. E. Hale.....   | 1.00 |

## THE LITTLE FOLKS.

|   |      |
|---|------|
| Mother Goose Melodies. Houghton, Mifflin & Co.....  | 3.00 |
| Prang's Natural History Series for Children. Text by N. A. Calkins and<br>Mrs. Diaz, six, each..... | .40  |
| Rhymes and Jingles. Mary Mapes Dodge.....   | 1.50 |
| The Baby's Opera. Illustrated by Walter Crane (Routledge).....                                      | 1.50 |
| The Baby's Bouquet. Illustrated by Walter Crane (Routledge).....                                    | 1.50 |
| In The Fir-Wood. Illustrated by Mrs. Boyle.....   | —    |
| A Dream Book. Illustrated by Mrs. Boyle.....  | —    |
| Story Without an End. Illustrated by Mrs. Boyle.....  | —    |
| Caldecott's Picture Book. Routledge.....  | 2.50 |
| Under the Window. Illustrated by Miss Kate Greenaway (Routledge).....                               | 2.50 |
| American edition.....   | 1.00 |
| Birthday Book for Children. Ill'd by Miss Kate Greenaway (Routledge).....                           | 1.50 |
| Bewick's Select Fables. (Longmans, Green & Co.).....  | 4.00 |

The following books, taken from the above list, are the ones I should recommend, so far as I can make such a recommendation of any small number of books, as suitable for an even development of children :

On a Pincushion. Miss DeMorgan.  
 Water Babies. Charles Kingsley.  
 Alice's Adventures in Wonderland. Miss Liddell.  
 Fairy Land of Science. A. B. Buckley.  
 Servants of the Stomach. Mace'.  
 History of a Mouthful of Bread. Mace'.  
 Hans Brinker. Mary Mapes Dodge.  
 Tom Brown at Rugby. Hughes.  
 How to Do It. E. E. Hale.



Young Folks' Book of American Explorers. Higginson.  
 Young Folks' History of United States. Higginson.  
 Politics for Young Americans. Nordhoff.  
 Plutarch's Lives.

The following fourteen are books, which, if placed within reach of the children, will make their own way without urging:

The Trotty Book. Miss Phelps.  
 Story of a Bad Boy. Aldrich.  
 Hans Brinker. Dodge.  
 Boys of Other Countries. Taylor.  
 Robinson Crusoe. DeFoe.  
 Little Women. Miss Alcott.  
 Old Fashioned Girl. Miss Alcott.  
 Book of American Explorers. Higginson.  
 History of United States. Higginson.  
 Bound St. Nicholas.  
 Book of Biography. Chambers.  
 Boy Travellers in Far East. Knox.  
 Modern Magic. Hoffmann.  
 Secrets of Conjurers. Houdin.

The following seven are of importance, but it is generally difficult to get children to read them:

Ivanhoe. Scott.  
 Peter the Great. Motley.  
 Politics for Young Americans. Nordhoff.  
 Readings from History. Green.  
 Shorter History of the English People. Green.  
 Wake Robin. Burroughs.  
 Rab and his Friends. John Brown, M. D.

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#### LIST PREPARED BY REV. O. C. McCULLOCH.

##### I. PAPERS AND MAGAZINES.

1. Harper's Young People.....\$1.50
2. St. Nicholas ..... 3.00

##### II. BOOKS OF REFERENCE.

3. Webster's Dictionary (Academic) ..... —
4. World Atlas ..... 2.00
5. Cyclopedia of Common Things, Champlin ..... 3.00
6. Cyclopedia of Persons and Places, Champlin ..... 3.50

## III. STORIES AND TALES.

|   |        |
|---|--------|
| 7-8. Alcott, Little Women, 2 vols.....                  | \$3.00 |
| 9. Alcott, Little Men.....                              | 1.50   |
| 10. Andersen, Wonder Stories.....                       | 1.50   |
| 11. Arabian Nights, selected by Eliot.....              | .75    |
| 12. Biart, Adventures of a Young Naturalist.....        | 1.75   |
| 13. Bunyan, The Pilgrim's Progress.....                 | 1.00   |
| 14. Charles, Schonberg Cotta Family.....                | 1.50   |
| 15. Charles, Joan the Maid .....                        | 1.25   |
| 16. Cooper, Leatherstocking Tales.....                  | 2.00   |
| 17. Defoe, Robinson Crusoe.....                         | 1.00   |
| 18. Dickens, Christmas Stories.....                     | 1.50   |
| 19. Goldsmith, Vicar of Wakefield.....                  | 1.00   |
| 20. Hale E. E., The Young Crusoe.....                   | 1.00   |
| 21. Holland, Arthur Bonnicastle.....                    | 1.75   |
| 22. Hughes, Tom Brown at Rugby.....                     | 1.00   |
| 23. Moulton, New Bed Time Stories.....                  | 1.50   |
| 24. Scott, Ivanhoe.....                                 | 1.00   |
| 25. Scudder, Bodleys Telling Stories.....               | 1.50   |
| 26. Scudder, Bodleys in the Country.....                | 1.50   |
| 27. Scudder, Bodleys Abroad .....                       | 1.50   |
| 28. Whitney, A Summer in Leslie Goldthwaite's Life..... | 1.50   |
| 29. Winthrop, John Brent.....                           | 1.00   |
| 30. Wyss, Swiss Family Robinson.....                    | 1.00   |

## IV. HISTORY.

|  |      |
|--|------|
| 31. Clodd's Childhood of the World.....                        | .50  |
| 32. Yonge's Greece.....  | 1.50 |
| 33. Yonge's Rome.....  | 1.50 |
| 34. Yonge's France.....  | 1.50 |
| 35. Yonge's Germany .....                                      | 1.50 |
| 36. Palmer's Haroun Alraschid and Saracen Civilization.....    | 1.00 |
| 37. Dickens' Child's History of England.....                   | 1.00 |
| 38. Green's Readings from English History.....                 | 1.50 |
| 39. Dicey's Victor Immanuel and Italian Unity.....             | 1.00 |
| 40. Monroe's Story of Our Country.....                         | 1.00 |
| 41. Higginson's Young Folks' History of the United States..... | 1.50 |

## V. STORIES ILLUSTRATING HISTORY.

|  |      |
|--|------|
| 42. Beasley's Stories of Rome.....                     | 1.00 |
| 43. Bunce's Fairy Tales, Their Origin and Meaning..... | .60  |
| 44. Church's Stories from Virgil.....                  | 2.00 |
| 45. Church's Stories from Homer.....                   | 1.00 |
| 46. Church's Stories from the Greek Tragedies.....     | 2.00 |
| 47. Hawthorne's Wonder-book.....                       | 1.25 |
| 48. Hawthorne's Tanglewood Tales .....                 | 1.25 |
| 49. Carleton's Boys of Seventy-Six.....                | 3.00 |
| 50. Hawthorne's True Stories.....                      | 1.25 |
| 51. Hale's Stories of the War Told by Soldiers.....    | 1.00 |
| 52. Hale's Stories of the Sea Told by Sailors .....    | 1.00 |

## VI. BIOGRAPHY.

|    |   |        |
|----|---|--------|
| 53 | Abbott's Cyrus and Alexander.....                           | \$1.00 |
| 54 | Abbott's Columbus.....                                      | 1.00   |
| 55 | Abbott's Cortez.....  | 1.00   |
| 56 | Abbott's De Soto.....                                       | 1.25   |
| 57 | Higginson's English Statesman.....                          | 1.50   |
| 58 | Higginson's French Political Leaders.....                   | 1.50   |
| 59 | Higginson's German Political Leaders.....                   | 1.50   |
| 60 | Irving's Washington, school edition.....                    | 2.50   |
| 61 | Parkman's La Salle and the Discovery of the Great West..... | 2.50   |
| 62 | Plutarch's Lives.....                                       | 3.00   |
| 63 | Towle's Magellan.....                                       | 1.00   |
| 64 | Towle's Marco Polo.....                                     | 1.00   |
| 65 | Towle's De Gama.....  | 1.00   |

## VII. TRAVEL AND EXPLORATION.

|     |  |      |
|-----|--|------|
| 66. | Higginson's Young Folks Explorers.....                     | 1.50 |
| 67. | Verne's The Great Travelers.....                           | 3.50 |
| 68. | Verne's The Great Navigators.....                          | 3.50 |
| 69. | Smiles' Round The World by a Boy.....                      | 1.50 |
| 70. | African Explorations. Jones.....                           | 5.00 |
| 71. | Arctic Voyages and Explorations.....                       | —    |
| 72. | China, The Middle Kingdom. Williams.....                   | 4.00 |
| 73. | Europe, A Thousand Miles in a Rob Roy Canoe. McGregor..... | 1.25 |
| 74. | Japan. Edited by Bayard Taylor.....                        | 1.50 |
| 75. | Siam, Boy Travelers in The Far East. Knox.....             | 3.00 |
| 76. | South America, A Thousand Miles Walk Across. Bishop.....   | 1.50 |
| 77. | South Pacific, What Darwin Saw.....                        | 3.00 |
| 78. | United States, Wonders of the Yellowstone.....             | 1.50 |

## VIII. SCIENCE.

|     |   |      |
|-----|---|------|
| 79. | Buckley's Fairy Land of Science.....      | 1.50 |
| 80. | Buckley's Life and Her Children.....      | 1.50 |
| 81. | Winchell's Sketches of Creation.....      | 2.00 |
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## GENERAL AND BOOKS OF REFERENCE.

Bible, Oxford S. S. Teachers' edition. Oxford University Press.  
 Unabridged Dictionary, Noah Webster. Merriam & Co.  
 Small Classical Dictionary, Wm. Smith. Harper & Bros.  
 Chambers' Miscellany. W. & R. Chambers. 10 vols.

## JUVENILE.

Pilgrim's Progress, John Bunyan, F. Warne & Co.  
 Robinson Crusoe, D. De Foe. F. Warne & Co.  
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 Hans Brinker, M. M. Dodge.  
 Little Women, L. M. Alcott. 2 vols.  
 Little Men, L. M. Alcott.  
 Boys of Other Countries, B. Taylor. G. P. Putnam's Sons.  
 Modern Classics; Vicar of Wakefield, Rasselas, Paul and Virginia, Picciola,  
 and Undine, and the Two Captains. American Book Exchange.  
 Two Years Before the Mast, R. H. Dana. Harper & Bros.  
 Story of a Bad Boy, T. B. Aldrich.

## AMERICAN HISTORY AND BIOGRAPHY.

History of the United States, Samuel Eliot. Brewer & Tileston.  
 Life of Washington, John Marshall.  
 Biography of Benjamin Franklin, John Bigelow.  
 American Biography, Jared Sparks. Little & Brown. 25 vols.

## ENGLISH HISTORY AND BIOGRAPHY

Shorter History of England, J. R. Green. Harper & Bro.  
 Student's History of England, C. M. Yonge. D. Lothrop & Co.  
 Lives of the Poets, S. Johnson. F. Warne & Co.  
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Natural History of Selbourne, Gilbert White.  
 History of a Mouthful of Bread, Jean Mace'.

## ANCIENT HISTORY AND BIOGRAPHY.

History of Rome, R. F. Leighton. Clark & Maynard.  
 Student's History of Greece, Wm. Smith. Harper & Bros.  
 Universal History, A. F. Tytler. Harper & Bros. 6 vols.  
 Plutarch's Lives of Eminent Men. American Book Exchange. 3 vols.  
 Life of Christ, C. Geike. American Book Exchange.

## GENERAL LITERATURE AND PERIODICALS.

Shakspeare's Works. F. Warne & Co.  
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 The Alhambra, W. Irving. G. P. Putnam.  
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 Christmas Stories, Charles Dickens. Peterson & Co.  
 Waverley Novels, W. Scott. D. Appleton & Co. 5 vols.  
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 Poems, W. C. Bryant.  
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 St. Nicholas, Mary Mapes Dodge. Scribner & Co.  
 Harper's Monthly Magazine. Harper & Bros.

## SUPPLEMENTARY LIST.

History of United States, R. Hildreth. Harper & Bros. 6 vols.  
 Universal Pronouncing Gazetteer. Lippincott & Co.  
 Encyclopaedia of English Literature, W. & R. Chambers. American Book Exchange. 4 vols.  
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 History of Charles the Bold, J. F. Kirk. Lippincott & Co. 3 vols.

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## BIOGRAPHY.

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## THE USE OF REFERENCE BOOKS.

BY MISS MARY W. HINMAN.

Mrs. Brown, now aged twenty-five, was educated at the city high school. She graduated at seventeen in white dress and slippers, and with an essay on "Moral Forces in Society." She was like many girls we know, bright, affectionate, indolent. Her ideals of life were of the thinnest nebulae, with here and there a spot of more solid brightness which might have been a plan if developed. But as she grew older it seemed to be quite enough to do as most of the people around her did. Once she was literally stung into action. She heard a young man say to his mother in a half-contemptuous, half-affectionate way, "Nonsense, mother, its all very well for you to *talk* about honesty in business, and honesty in politics, you just don't know anything about it practically." Would *her* children outgrow her influence in that way? Well, why not? She goes to reading; reads the foreign news. She will get interested in these English elections; and when she finds in a half column of the newspaper six references to things she knows nothing of, she resists a well-formed habit of passing them by. She goes to the public library and asks for something on the English constitution. She is given Bagehot's Essays, that brilliant and delightful book that has given to many an American a new idea of that slow moving, slow ripening force, the English government. But she is soon overwhelmed by allusions like these: The Carlton, the Reform Acts of '32 and '67, Life Peers, Orders in Council, Privy Council, Lord Grey, Lord Malmsburg. She says it is one of the books that takes for granted that you know everything. She is an honest woman; she does not skim the book and talk glibly about it next day. She gives it up sadly, and thinks she has no mind.

I believe this woman well represents the average mind trained

in our schools. It is a fact that great numbers of our boys and girls go out helpless in the use of books. To hunt up a historical question from a dozen unfamiliar sources seems to them quite too difficult for any but very learned people. Remember, we have, for the most part, commonplace material to work with, those who are not consumed with a burning desire for knowledge, who are all too easily satisfied with what they have done. A certain ribbon-tied parchment that is kept among the family treasures is an emblem to them of something accomplished once and for all in the literary line, and they allude to "what I did when I was at school" much as the elderly deacon who has prayed the same prayer for twenty years alludes to the undoubted genuineness of his conversion. But they must not stop with the little they get at school, and they must get that little better.

We delight to tell them on commencement days that they have but "just begun to learn," that they must "go on," and their own effusions on that day are full of vague aspirations to that effect, but do we show the poor things *how* to go on? Does not the very ease with which they now do text-book work or reference reading, that is found for them to the very page, discourage them when they must work alone? Mrs. Brown, when at school, read several pages about Oliver Cromwell, and it made a fine show on examination day; but did that help her to find out about Orders in Council, or to trace the growth of the kingly prerogative, or to find any other of the allusions necessary to make clear to her those essays on the English Constitution? Better that she should have come out with a more scanty knowledge of the facts themselves, but knowing how to easily find them. Her teacher should have shown her that this complicated machinery of the English government had been growing for eight centuries; should have drilled her to pick out the account of that growth from the long line, Hume, Macaulay, Green, Lecky, Martineau. Then it would not have seemed such a task to her to find there how the English Cabinet came to be what it is, how many men are in it and what they have to do. She should have been so drilled in the use of the cyclopedia that she would not have forgotten to go to it, or have thought of it as she does now, "so mixed up you can't find anything." Why she doesn't even think to look in the dictionary for "borough" or "shire!"

More than that, she should be familiar with the many books that are not solid histories but helpful as accessories. She may not

have read Higginson's "English Statesmen," but if she knows its general character she knows it has help for her just now, and she turns to it for pictures of Gladstone and Earl Grey. She finds by simple allusion what "opposition" and "division" of the House mean. She would have thought instantly of Macaulay's "Life and Letters" if she had been trained to look always for valuable material in the biographies of great men, and would have found there a half dozen eloquent pages which would have made real to her forever the Reform Bill and Parliament House and the excited men who then filled it, and the English people outside who cheered Lord Grey and broke the windows of Sir Charles Wellesley's coach. But who was to show her a course like this which should lead her to a real understanding and enjoyment of Bagehot? Not father nor mother nor friends, who knew no more about it than she. Not the absorbed looking cultured people whom she sees now and then at the libraries; but she should have had practice in such use of books long ago at school. It would have been worth more to her than all the details of the battle of Naseby. Learning the details must come in if it can, but its place is second, not first.

We talk of free libraries. Yes, free as a summer day is free. But has every one a key to unlock the finest delights of a June morning. When we see people stand before a great library and gaze at the backs of the choicest books, or leaf them over in a listless way, and then turn with relief to the novels and light essays as the only ones they can understand, we realize that books can be free only to the free minds and the open eyes. In the first place, the young person is bewildered with the number of books already issued and constantly coming from the press. He must be taught to find his way in this labyrinth, picking and choosing for his own needs. He must know of the authors who will always repay his perusal; he must learn to recognize at sight the vast number that are better let alone. He must come to think of history and men in the contemporary as well as the continuous way; he must know by experience the use of indexes; he must master the art of getting what he wants out of a book which he has not time to read through.

Perhaps some will say that there is no need of a special drill for this. Then I must think that they have had little experience with the ignorance common among boys and girls. A woman who, with infinite patience, had taught a shopful of ignorant girls to use the sewing-machine, said to me pathetically: "Why, I just had to get

down on my knees and teach 'em to treadle!" And this came to me as a most apt illustration when I had to show a girl of fifteen how to find Augustus Cæsar in the cyclopedia. Ask a dozen of them—boys and girls, who have had no help at home—to find that name, and report in class whatever they may learn there of the battle of Philippi. Some will look for the first name, some for the last; few can tell you whether the British and American cyclopedias have the same system as to names. Some will not *find* Philippi in the closely printed columns, and I believe two or three of the number will assure you that Augustus Cæsar is not there. They may even explain it in as curious a way as did a Hampton colored student the supposed absence of Hannibal from the cyclopedia: "Hannibal was a black man and they would not put him in!"

I am not thinking of boys and girls who breathe in culture with their home air, who have to thank intelligent ancestors that they know by instinct what others must learn, who can not remember the time when they were not familiar with the best books and critical talk about them; I am thinking of those who must get culture by hard work. It is such as these, the average students, that should get most benefit from the improved schools of to-day. Those who were destined to be great men got along very well with the schools of fifty years ago.

There are two things necessary in order that the young people should come to use books with ease. First, they must have free access to them. One would think that there was so intimate a connection between libraries and schools that no papers were needed in educational associations to discuss it, did we not know such facts as these: That there are cities with libraries maintained at public expense, and yet where the books are neither of the kind nor so arranged as to be of any use for reference; that the books are arranged as to size and color; that the Encyclopedia Britannica is considered an extravagance, while campaign lives of generals and statesmen abound, and yearly renewed sets of Mrs. Holmes and Mrs. Southworth. Did we not know also of good libraries in school buildings which must be used as sparingly as the best parlor of old times, and flourishing towns with much-vaunted "systems of schools," where there is not even a dictionary in the high school. But all this is improving, and we find that the greatest trouble is to rightly use what we have.

This work must begin with the primary room. In the primary

grades children spend in most schools four years. It is no new idea that there shall be some books here as the best incentive to learn to read, and that the teacher shall now and then read to them something attractive. So far, good; but even thus early let us have no compromises with second-class books or poor rehashes of great ones. Children's minds are stronger than we think, and they come insensibly to enjoy the style of the best authors. Let them have, "What Mr. Darwin Saw," Kingsley's "Water Babies," "Fairy Land of Science," instead of a dreary book of natural history for the young, written by some one who publishes a suspiciously long series. Why not feed their craving for the marvelous on Greek and Roman mythology, those youthful stories which speak to us yet of the ancient periods and the youth of the world. In Hawthorne's charming and whimsical version, let them wander with Perseus to the end of the world, or find with Hercules the golden apples.

But this must be the by-play to be kept in mind and helped on whenever possible by the busy, too busy primary teacher. There is an exercise, however, which must be worked up with great care and persistence, the use of the dictionary. I believe a child should be taught to look in cyclopedia and dictionary for every object in his little range of interest, and this, year by year, extended till a flower, a stone, a name, a place, suggests to him books, and he will know how to use them without a moment's loss of time. We can make even the child understand and use that formidable volume, the unabridged dictionary. Generally all he cares for it is to look at a few of the pictures, then it is an old thing. But it is of things we do not understand that we easily tire. The child chases the butterfly and admires only for a moment the rich coloring of its wings; but the story of its wonderful origin being known, its antennæ and eyes examined through a microscope, its palpitating body watched, the interest becomes a growing one.

Many grown people do not use the dictionary with any ease, and from this very lack of early training. A cultivated lady said to me this summer that she was always finding some new table or list in the back of it, and that she often stupidly wondered where she might get information on this or that subject before referring to the dictionary. She said the habit of using it had been too recently formed. How many history teachers lacking illustrated books would think immediately to turn to the dictionary for a good picture of the pillory and stocks, the parts of a feudal castle, the

trident, the clepsydra, perfect representatives of the ancient alphabets? And I know of more than one house where the dictionary's chief use is to preserve dried ferns and funeral flowers, and where it is packed away under a stand beneath the gazetteer and backgammon board. Under such circumstances it requires positive heroism to get it out and use it.

But to go back to the little ones: There is pronunciation to begin with. As soon as they can read a word of two syllables they can learn an accent mark and vowel sounds. You hear two children at the school-house gate: "I tell ye, it's dunkey." "No, it is n't, it's donkey; Uncle Will says so." But they will not dispute the "big book," and can learn thus early that there is some authority above the varying standard of father and Uncle Will. If they trip each other up in pronunciation, all the better; they will meanwhile be learning to use the book and to regard it as an authority. If required to bring small dictionaries from home, as is the custom in some schools, they will learn all the more quickly this easy turning from place to place, finding words, synonyms, learning to use the little tables.

Now they will look for strange words found in their reading lesson. They can not read all they find, that would be dull, and they have not the time; nor is that the main object, but they are learning to find words. The next step will be to show them the *syn* line for synonyms, then be made to suggest words that they should think would be synonymous. They will in this way come to be fertile in expedients in finding the thing they want when afterward they use cyclopedias and other books. If they do not find it under one subject or word, they will be quick to try another and another. A class of grade scholars were sent to the public library to look up about India rubber. They could not find it, and their complaints were loud. They had the deeply injured feeling of those who have condescended to seek knowledge and yet have not been instantly smiled upon. The irate librarian glared at them: "*Did n't* they know enough to tell you to look for "*Caoutchouc*."

Now, for some of the tables in the back part of the dictionary: When you have read to them of Perseus, his name must be found in the table of Greek and Latin names, and again in the noted names of fiction, and the child learns that there are many sources of information for anything really worth knowing. Some will be delighted enough to find here a whole column about an old friend,



Jack Horner, and here, too, are Ali Baba, and Blue Beard, and St. Nicholas. They will come to think that there is nothing that what they call the "big book" does not know. There will be some in every school among the older ones and the brighter ones who will get still more out of this book. The boy who has a passion for machinery will thank you for showing him the perfect models of engines in the back part; the girl who, like one I know, has gathered and blown the eggs of a hundred birds, will recognize here her old favorites and make new friends. The duller child can be shown the twenty forms of snow crystals, and told to see how many of them he can catch on his coat sleeve on a winter's day.

By all this drill they will not become perfect in pronunciation or perfect in anything else, but they will become familiar with some valuable sources of information. The possession of any number of facts can not equal this in importance. Tell the children nothing they can find out for themselves, but show them how to find. By doing this persistently but in so varied a way as to keep them from weariness, you will give children of nine or ten such facility in the use of dictionary and small cyclopedia as bright children in cultured families do not attain till in their teens, and those less happily circumstanced, never. Of course it is easy to spoil this and make every reference book odious. It is marvelous how some teachers can ruin the best ideas. Their ingenuity in this line is past belief unless we have seen it. They hear that science should be taught in schools. Now, by what diabolical means do they in three weeks time make a child hate "the beautiful flowers, my dear," and look with disgust at a little science text-book which in better hands would have been charming. They always say of any new school methods, "Why, I've done that for years." What is it that makes their talk about "influence" so nauseating? We believe in being "earnest," but somehow they give us an insane desire to be only frivolous by their burdened talk about "the work." Such a teacher would think it quite irregular for reference work to be carried on without neat little notes sent out from the superintendent's office at stated times. Dictionary or cyclopedia at tap of bell would surely become hateful; any successful exercise must be a growth from the teacher's own originality and invention. How easy it is for us to crystallize! in symmetrical forms, perhaps, but once set there is no more life, we get no new ideas. Happy the teacher or worker in any department who has not felt the lines hardening around him. We all have to fight it. And how

safe to say anything of this kind, for each human crystal will say, "Very true of every crystal but myself."

After the first four years given to primary work let us see what can be done in the grammar grades. Still keep in mind that our object is not simply the new facts to be gained, but the easy getting of new facts. There is Champlin's "Cyclopedia of Common Things," one good-sized volume, that we will consider a necessity in this school-room. I speak of this, having seen it; others may be as good. To use it take the reading lesson as a basis. In a reading book of this grade I found by a casual glance over twelve pages these words: springs, coral islands, sulphur, sponge, star fish, crab, whalebone. They can find every one in this small cyclopedia written up in a simple, entertaining way. But it will be of little use if you put all the stress on such learning of what they find, or worse still, writing it out. The thing is rapidity and ease in finding.

Now for a step farther. Here is a reading lesson on pottery. Turning to this word in the cyclopedia we find a nice article. Try reading it to them and then requiring them to mention from memory things that they want to know more of. They will make you out a list of twenty: porcelain varnish, quartz, for instance; and to quickly find them in cyclopedia and dictionary will be excellent practice. You will get a still longer list of proper names, Dresden, Cyprus, Palissy, of which this little book will not tell us. This list the children can take home, and you will be astonished at the books they will find, the way they will brush up the rusty knowledge of their elders. No matter if they can not tell you all the facts they have found, they *must* tell you the book and its author. They must not be ignorant of who wrote the "Dutch Republic," after having enjoyed the siege of Leyden, nor call Soule and Wheeler's "Pronouncing Manual" "Green's Dictionary" from the color of the cover, as I know a boy near twenty to do.

Now for some index work: We none of us see indexes as we ought. We have a reading lesson on the flying fish. We turn to the cyclopedia, as usual, but do not find it. Turn to the good index in the back; here it is, p. 239; and on p. 239 we find it under "Fishes." Show the child still another use of indexes which he would never think of without your help. He read somewhere in that book such a good story about the Black Hole of Calcutta, and he wishes he could find it again. Following former lessons he looks

for both nouns, but fails to find it. Now show him that in the index is the word "Anecdotes," and a long alphabetical list under it, and here he will find his story, p. 311, under a subject where he would never have thought of looking for it, nor you either, "Lungs."

Take a lesson of a different kind—the geography lesson about Holland. Try this time to use as many books as possible. Some one will bring you "Hans Brinker," and now take your own copy of the "Dutch Republic," and, without giving them a chance to fear its size and sober binding, read them, with every device to catch and keep their attention, the famous description of the siege of Leyden. I once read it to three little boys, aged eight, eleven and thirteen. They gave the most breathless attention to the very end. The starving city, the sick prince at Rotterdam sending inspiring letters to the besieged people, the piercing of the dykes, the sea, their deliverer rising fast over fair meadows and orchards, or slowly falling as the gaunt, despairing people watched it from the castle top, all seemed none the less thrilling to these children because told in Motley's somewhat stately language. "But how find this for yourselves, little ones? Now the index; not volume 1st or 2d—one index is enough." They find it easily, and, feeling independent for this and any like emergency, they will join in your ridicule at the putting in of marks to find the place again. Now Holland is not the greatest of lands, but we will do thorough work with it because we like to do thorough work. Let them make out again a list of names used in the cyclopedia article, and search the indexes of all the books in their possession for Spain, William of Orange, dykes, Philip II. Has Holland a flag? And now for the dictionary and cyclopedia; do not tell them a thing. What money has Holland? Call on the little stamp and coin collectors.

We have now found out about Holland from twelve or fifteen different sources. Why not keep the references in an alphabet blank book, written up in their own crabbed hand-writing? They will enjoy this with that innate love of order and method which most children have, and they will never know that this is the beginning of bibliography-making unless you are foolish enough to tell them so. These habits they are forming will be invaluable. Soon they will not feel afraid of the largest or dryest volumes, but will know that they can take a chapter here and there as they need it. I know schools where a great deal of reading is done, but the references are found for them to the very page, and the results of

this system do not seem to me satisfactory. One girl of fourteen could not use her home Hildreth, or even find the place in it, because it was a different edition and differently paged from the one used at school. Toward the end of the grade-teaching, books of reference in United States history, biography, and books of travel should be used with ease. Now they can use with profit a good library.

About George III. we must learn as we did of Holland, making a list of the great men contemporary, and looking them all up. Each should give us something about George III., some new view of his character, times or policy. You must teach them the treasures biography has for them. For the Reform Bill of '32 I would take a simple history, as Swinton's "Outlines," and turning to the table of 19th century great men I would call from it those who were alive in '32. Every biography of these men is worth looking through. John Stuart Mill's cool opinion we find with difficulty, no index; Sir Walter Scott, we find that the dear old man died in '32 bemoaning the Reform Bill as the ruin of the country; Dickens, no mention of it; he talks too entirely of himself. You can teach your scholars to be always on the alert for the rich material to be found in biography. They should know that they will surely find about great Englishmen in the Memoirs of Ticknor, Sumner and Prescott, men who traveled abroad and were treated as Americans never have been since. They know that the Adams family were all ambassadors, and that great Europeans of their time may be noticed in their pages. The Bunsens, always traveling and seeing great people; Miss Melford; Fanny Kemble; The Prince Consort. O the changing, brilliant pictures we find in such pages! Is it love of learning or of gossip that makes them so attractive to us?

To keep the young people to this wide use of reference books, how hard we must work ourselves! If grade teachers, we need not say we have no school work to do in the evenings. We can use this as a lever by which we ourselves rise to more scholarly attainments and habits. Such work as this in schools must make many books and their contents somewhat familiar to even children, and remove that dread of attacking a new subject. So extensive a use of reference books as that in the lesson on Holland might not be best more than twice a term. Many teachers will think they have no time for this exercise. That will depend on the value they put

on it, and we shall mistake if we ignore the child's love of variety and uncertainty. There should be days, perhaps weeks, when the teacher seems to forget this work though it may be her dearest hobby. It is needless to point out how the use of reference books may be extended and perfected in a high school, where there are maturer minds, where there are better libraries, and studies imperatively requiring its aid.

And so it seems to me possible to give the children a better start in using, after they go out of our schools, the best books with ease and enjoyment. How many of us were long cheated out of the heritage of ages, looking with awe and dread only at the outside of great books that have since become dear and familiar. How astonished were we at our first reading of the *Iliad* or *Pometheus Bound*. "How English!" we said, "How easy to understand?"

What do men and women talk of at night before their fire? The gossip or cares of the day; the little things that must be talked of, but should not fill the mind. They have neither of them had any time to read, they say. The wife says she is too tired for that when she does sit down, but she always gets through the personals in the daily paper, and her husband reads the political and business parts. They are not too tired for that, because it is done without effort. Now we know that if good reading had been made easier from long habit, if they were on better terms with books, their literary resources would not be so narrow. But they ought to do all this for themselves, you say, and not lean helplessly on the plea, poor advantages in youth. Doubtless; but one thing it seems to me we are working for is to make it easier to be good, easier to be wise, easier for the common minds to work on a higher intellectual level. Ages ago the seed of a certain plant may by some accident have thrown out a new organ, a wing or a hook, and as this hook caught in the wool of some beasts, or helped the seed along on the wind to more fertile districts, and so proved its use, it became finally a permanent new organ in the plant. Just so we all know common minds that by some mighty wrench of circumstance or influence have seemed to develop new faculties which we even hope may enter as a principle in descent and give their children and grandchildren a better start. It is a hopeful thought and gives us courage often when the reign of law seems too hard, and we feel a sickening certainty that the children we are working for will, after all, make the same mistakes their parents made, will settle back after our influence is removed to no bet-

ter lives. But good work may tell in ways we can not trace. The companionship of great lives and thoughts in books must ever be elevating, and any efforts to make this companionship easy we may consider good work.

# HISTORY CLUBS AND READING CIRCLES.

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BY MRS. MAY WRIGHT SEWALL.

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To the teachers of large public schools two problems are presented, for whose solution the ordinary routine of the school room and the usual exercise programme make no adequate provision.

Herded together as young people are in such schools, they will, if unguided, fall into inane or deleterious mental and social habits. In society it is easier for the individuals to sink than to soar to a common plane of meeting. Left to themselves, the mutual social relations of pupils degenerate into opportunities for stupid fun, practical jokes, and senseless chatter. In literature, the frivolous, or worse, the sensual and obscene, is more accessible than is the pure and cultivating. Left to their own choice and to chance, young folks read that which is nearest, cheapest, and which promises most pleasurable excitement. But good literature and good society are two, perhaps the only two, permanent resources of mature life. It is the obvious duty of their leaders to teach young people how to enjoy the former, and how to make the latter. How can the miscellaneous companionship into which the public school system forces the recipients of its privileges be changed from a source of harmful to one of helpful influence? Any mass of human beings unorganized is a mob; only when organized does it become a society. Isolated mental effort, difficult to the average adult, is almost impossible to the average youth, while associated mental effort at once stimulates the intellect and elevates the plane of social pleasures.

If these assertions are valid, the inference is obvious. These young people should be organized into mutual helpfulness societies, on the basis of age, degree of cultivation, sympathy, and taste.

The duty seems plain, but the task difficult. How shall it be accomplished?

In a village or city school the teacher has from one hundred to five hundred children and youths under his care, whose general reading, habits of thought, recreations, and mutual influence, may be directed by forming clubs. These clubs may be more or less formal, according to age and mental maturity of members.

At a certain age, form, method, and parliamentary machinery, have a great charm, and their restraint is a valuable discipline under which young people may be prepared for the graceful performance of the graver public duties, to which mature life will introduce them. To be most helpful to their members, young people's clubs should have a small membership in a school. Let us assume that of a hundred pupils a dozen will be characterized by a fondness for facts and a desire to seek out the beginnings of things; their first inquiry about any given fact is, what caused it? their second is, what will it cause? These youths have a faculty which wise direction can easily form into vital historical curiosity. They may be rescued from the dime novel by a "history club." In union with the above qualities they will probably possess a sense of method; hence their club should be somewhat formal; its members will delight in "constitution and by-laws" and in official dignity. This pleasure in forms may become a source of danger if regarded as an end instead of a means. The teacher must here be the wise adviser and show the club members that parliamentary usage is designed to prevent friction and save time, and he must hold them to these chief ends of law, preventing the common inclination to fritter away time and irritate temper with the "mint and cummin" of details.

Friday afternoon or evening, according to convenience of members and teacher, who should be a frequent visitor, is probably the best time for such club meetings.

The club is organized, officered, equipped with a brief code of laws for its guidance, and has decided to devote the Friday evenings of a winter to the earlier history of the United States.

The following programmes present the subjects which shall occupy the first three meetings:

#### FIRST EVENING.

General subject: The Indian races occupying this continent at the time of its discovery. This shall be subdivided as follows, the sub-topics being assigned to different members, each of whom shall discuss his part in a brief essay.



1. The names and locations of the tribes.
2. Description of personal appearance, and of characteristics distinguishing them from one another and from the whites.
3. Mode of life; occupations of the men; of the women; treatment and training of the children.
4. Religious beliefs and ceremonies of the Indians, and their prevailing superstitions.
5. Opinions entertained by the Indians of the white intruders, and their treatment of the latter.

The reading of the papers will occupy not more than forty minutes, and may be followed by a conversation upon the general theme, contributions of knowledge regarding any part of it being in order, and being particularly expected from the members who had no assigned work.

#### SECOND EVENING.

General subject: The discoverer and the discovery of America. The subdivisions of this theme, as of the preceding, shall be treated in brief essays.

1. An account of the early life of Columbus.
2. Story of his voyages to America.
3. Treatment of Columbus by his contemporaries.
4. Honors paid his memory since his death.

These papers can profitably be followed by anecdotes illustrating various traits of the character of Columbus, and by citations showing the estimation in which he is now held.

#### THIRD EVENING.

General subject: The first English settlement. This may be treated under the following heads:

1. Sketch of John Smith's early life.
2. An enumeration and description of the different classes represented in the Jamestown colony.
3. A description of what is now Virginia as it was in 1607; its natural features, spontaneous products, and native inhabitants.
4. Story of Smith's trials with both the colonists and the Indians.

The conversation concluding this meeting will abound in anecdotes.

Among the hundred, another group will be found in whom a sense of rhythm and a taste for poetry are prominent. These may form a club for the study of our American nature poet, Bryant, familiarity with whose life and writings will serve to cultivate genuine poetic taste and sentiment. This little circle shall be christened "The Bryant Club." Their first work is to learn somewhat of the man whose name they bear.

The actual definite knowledge of Bryant possessed by any class of school boys and girls will be slight. Dime pamphlets about Bryant will not be mailed "free" by benevolent publishers, nor covertly thrust into their hands and pockets as they walk to and from school, nor will a news stand enticingly decked out in Bryant literature confront them at any street corner. Their attempts to learn something of this author need intelligent direction; their teachers can safely refer them to David J. Hill's "Life of Bryant;" to the articles in standard periodicals written about him at different times during his long life, some of the best of which can be found in *North American Review*, vol. 13, page 380, vol. 34, page 502, vol. 55, page 500; *American Quarterly Review*, vol. 20, page 504; *Foreign Quarterly Review*, vol. 10, page 121; *Atlantic Monthly*, February, 1864; *Harper's Monthly*, April, 1851, March, 1862, January, 1875; to the description of the Bryant vase in *Harper's Monthly*, July, 1876; and to the very full sketch in *Scribner's* of August, 1878. These articles will be a revelation to the club. They will find their patron author a many-sided man. They began their study, supposing their subject only a poet. They find that he was also politician, journalist, and lecturer, and that as a writer he produced not only, perhaps not chiefly, poems, but, besides these, editorials, letters, travels, tales, orations, and translations. In this one life is material for a series of charming programmes, of whose general scope and character the following afford hints:

#### FIRST EVENING.

General subject: "Life of Bryant."

1. His childhood and youth; his home and schools.
2. Bryant's career as an editor.
3. His character and personal habits.
4. The poet's travels.
5. His literary habits.

In the conversation each shall contribute a story illustrating some trait of Bryant's character.

## SECOND EVENING.

General subject: Continuation of the "Life of Bryant."

1. An account of his literary friends.
2. Rank as a translator.
3. Honors paid to the man and to his memory at home and abroad.

Exercises 1 and 3 of this evening will be rich in texts for stories and talk.

## THIRD EVENING.

General subject: What Bryant accomplished in poetry before thirty. One member may be directed to summarize his writings and the recognition he had received up to that time. Each may name his favorite among these poems, and read or recite the whole or parts of it, according to time and pleasure.

The teacher's place in these associations of pupils for general improvement and entertainment is a delicate and important question. Many reasons occur to the mind at first thought why the teacher should not be a formal member of any, and why he should be a sort of honorary or visiting member of all such societies of his pupils. The teacher will be the natural adviser, but must never become the dictator. If he can establish such relations with his pupils, that his presence in their gatherings will be an inspiration, not a restraint, he will reach the ideal of a club visitor. It is his proper function to indirectly direct these organizations; to assist in arrangement of programmes; to prepare lists of books, magazines and papers needed by the clubs in their studies; to aid pupils in getting access to these authorities; to teach clubs to what extent parliamentary usage is a help, and at what point it becomes a hindrance; to feel and to show a real interest in the club work. His visits to the meetings must carry inspiration; his counsels there must be seasoned with discretion. "Ideal?" "Utopian?" It is the teacher's business to stand always face to face with ideals, and "Utopia" is the land wherein his pupils are to win citizenship.

Consecutive programmes which shall hold a club for several months to different branches of one topic will be too wearisome at the outset. Novices in this form of work and play must be lured by the charm of variety. I subjoin a programme which indicates the manner in which club exercises may be rescued from heaviness and monotony:

1. Recitation of a poem.

2. Repetition of a limited number of the practical proverbs of "Poor Richard."
3. Anecdotes about Franklin.
4. Reading of a prose selection.
5. A story from Hans Andersen.

These exercises may be concluded by a little talk from the leader of the club, or the teacher visitor.

It is a custom almost universal in public schools to devote a portion of Wednesday or Friday afternoons to what are called "rhetorical exercises."

The idea underlying the practice is admirable; the result too often quite lamentable. To make the hour given to this purpose once a week a stimulus and an objective point for effort during the intervening days, and a real means of culture and pleasure in itself, is the great desideratum.

The following outline indicates the sort of exercise which may, with profit and delight to all participants, fill an hour. The preparation for it will fill many hours. Longfellow, whose life and writings are both so accessible that "he who runs may read," is a good subject to begin with, being easy and pleasing. The work must be allotted in advance.

One shall collect as much biographical matter as can be read or told in five minutes. Six others shall also study the author's life, and when the leader is through shall each in turn supply omitted facts of interest. Ten minutes shall be given to anecdotes told by volunteers. One shall name Longfellow's first poem; another his most popular short poem; another his longest, and a fourth his latest poetical work. Passages from each shall be read or recited. The teacher must contribute his share to the common pleasure. He may bring pictures of the poet and of his home; photographs, wood-cuts and heliotypes of both are cheaply attainable, and these shadows displayed, and pleasantly discussed, will greatly vivify interest and impressions.

What has already been said about the formation of school clubs applies rather to town than country. In the former place it is easier to organize them and to supervise their work, yet in the country such attempts have some incentives and advantages quite foreign to the town. In the country the families are widely separated; this fact is not wholly a hindrance to associated work. The

fewer the opportunities pupils have for meeting one another outside of school, the greater is the zest of such occasions.

Country districts lack the easy access to books afforded by the public libraries of the towns; but the members of a country club can found a library of their own for private circulation among themselves. The little self-denials exercised to obtain it, the sense of possession, modified in each member by his recognition of the equal ownership by all his partners, and the waiting patiently for one's "turn" at each new treasure, will yield a discipline more valuable than the library itself.

At the present rates of fabulous cheapness a very small outlay of money will buy enough of the very best literature to occupy every pair of eyes in the district for a year.

Each of the standard American monthly magazines, Harper, Scribner, The Atlantic, can be had at \$4 per year per single copy. Clubs taking several copies of any one, or a single copy of each, can obtain them at much reduced rates. The St. Nicholas, full of delightful and instructive reading, with illustrations that are genuine art studies, comes at \$3 per annum. The Library Magazine, a monthly, each number containing nearly two hundred solid pages of the best contemporary foreign literature, can be had at \$1 per annum. This can be obtained by addressing the "American Book Exchange" (Tribune Building, New York). The same company will furnish standard fiction, history and poetry at incredibly low rates. For instance, they issue Arnold's "Light of Asia," in easily readable form, for three cents.

Particularly in the country can these young folks' clubs be profitably made social centers also. At the weekly meetings, when programmes are rendered, and books and papers exchanged, perhaps not more than one-half of the evening should be devoted to formal work. This should be followed by some form of what young folks know as a "good time." The sense of pleasure that invariably accompanies conscious mental growth, will give new flavor to the apples, added sweetness to the nuts, and an increase of tender brittleness to the pop corn which renders enjoyable a social evening in the country. Voices will be all the clearer in the song, because their owners are under the stimulating influence of common intellectual interests. If the teacher bear the whole burden of leadership, his duties will be much heavier in country than in town, but in the country this burden can be shared with the nearest doc-

tor or clergyman, and the introduction of this out-of-school influence may be an essential factor in the broadest success of a country school club.

Is it necessary, in conclusion, to say that the primary object of these organizations is not the manufacture of *litterateurs*, not primarily even the cultivation of literary taste? It is the rescue of young people from the poisonous influence of vulgar and silly books, from idle conversation, from all the dangerous consequences of an unoccupied attention. At their best, the uses of these clubs will not be merely negative. They will elevate the social plane, nourish social graces, stimulate and gratify healthful curiosity, establish worthy standards of character, and incite helpful emulation.

# HOW TO READ AND WHAT TO READ

BY MRS. LUCIUS B. SWIFT.

What I have to say concerning the reform of children's reading is, unfortunately, pessimistic. For eight years, in season and out of season, I have been trying to get good reading done by young people—and such work is generally out of season. I have had, perhaps, one unusual advantage. There is nothing better with which to kill a poor book than a good one if you can get the latter read, and in a school library of over seven hundred volumes collected during these years especially to aid this reform among the one hundred scholars, the standard of selection was so rigorous that few general libraries contain fewer of even mediocre books. Yet, with this best of help at hand progress is very slow.

I am satisfied the bulk of people in favor of the improvement do not realize the difficulties. All grant that children are tempted on every side, and that active measures must be taken to make them like the books good for them, yet we are not agreed as to which are the unfit books, and in many cases where we are at one, there is a wide divergence of opinion as to the degree of harm. I am a pronounced enemy of the whole race of Oliver Optics; but here is Mr. Higginson, a received authority, a critic of whose delicate literary insight his country is proud, who has for them only mild disapprobation—if I remember correctly—because they have no touch of indecency; and this is true. This lack of unanimity being one of our chief difficulties it is worth while to investigate it somewhat.

We have no dispute that the Police Gazette and its fellows are vile. The consequences of reading such publications are so upon the surface that everybody knows the thoughts of the readers are tainted. But all are not so ready to admit the harm done by the "Jack Harkaway,"

New York Weekly, and Mrs. Stephens class. Now, why are we not agreed? The reason is that the effects are hidden deeper and are more insidious. The bad effects are thought to be temporary and superficial because they are not tangible. I have time and again been told that girls must have their time of such reading, and that with boys it is like measles and chicken-pox. With boys, naturally practical and hating sentimentality, I have found that contact with actual life often does bring about a reaction against all flimsy reading; but I have also noticed that when this is stopped nothing better is taken up except the newspaper.

Again our disagreement holds true with regard to a class larger than the Police Gazette and "Jack Harkaway" classes combined. I mean the Oliver Optic, E. P. Roe and Marian Harland class. These writings are received into a large number of families of respectable taste. Even if their literary lightness is acknowledged, they are looked upon as only harmless offenders. Perhaps the most exasperating thing about them is that the religious bias of many intelligent people makes them overlook the untruth, not in spots, as in some more notorious offenders, but forming their very warp and woof. In these books the "spots" which catch the eye of the parental critic are moral platitudes and callow religious reflections but hidden under their shadow is a sickly sentimentalism and a dangerous sensationalism. As the vices of this literature, found too often in places morally high, are stealthy and pervading, so are the bad effects of reading it; but the fruit surely ripens. I dread these books more than I do those more glaring and more vulgar. The free circulation which they enjoy may be accounted for by the fact that few people have read them through, seeing clearly their general tendencies, and then have noticed accurately the effects when a considerable number of them are read by a considerable number of children. Before such a test I am sure they must fall, and before this is done we ought not to accept the general impressions of a critic with even the best literary taste. The first work to be done, then, is to raise the standard of criticism among ourselves.

Another serious stumbling block is the extreme difficulty of convincing the readers of vicious literature that it is vicious. With such reading as the Police Gazette it is easier, but let any one, off-hand, measure strength with a fourteen-year-old boy reading "Jack Harkaway" and see if the boy will not argue him down. To demonstrate to their readers the vulgarity, rowdyism, and glaring dis-



tortion of life in this and similar books requires considerable study. Their readers must be at heart crude and vulgar, and they are therefore not sensitive to such blemishes in literature; living apart from genuine refinement and sound culture they can see no absurdity or untruth in the habits and thoughts of servant girls and coachmen under the flimsy and tawdry disguise of pseudo nobility and learning. The burden of making proof increases vastly when we come to the Oliver Optic class, because, as I have already said, the untruth becomes more diffused and sensationalism hides under platitudes and religion. In this case, the arguments to start with will have to be obtained by the investigation also mentioned above. If the results of this investigation had behind them such names as Professor Sumner and Charles Francis Adams, Jr., their momentum in the hands of literary laymen would be largely increased.

But after all it is one thing to agree upon the good books and to know the arguments against the poor ones, and another thing to make application upon the children. You will find no lack of expressed willingness. You will be told that this reform must be pushed forward. The parents will be of your mind, that the children must be made to read good books. Domestic war will now and then be waged upon the grossest literary offenders; but it will be a brief and generally fruitless war. Parents will also be of your mind, that it takes a great deal of time to find out the good books, and more yet to make the children like them, and, further, that it takes about all the money that can be spared to satisfy the abnormal hunger common to mind and body. I must confess that when I see these same fathers and mothers on Christmas Eve selecting the largest and gayest book for the least money, I abandon myself to a temporary despair. It would be considered disgraceful to expend so little thought on a new carpet or the children's sashes. I have made definite offers of book lists; I have proposed certain books which seemed to me adapted to the children. The parents have thanked me for my interest, and a book would, perhaps, be tested; but if the boy's taste for good reading had not been formed or had been deformed the struggle ended there, the parent rather willingly giving up what had been considerable trouble and had made the family machinery squeak, and the boy whose nerve was greater gained his point and read "what other boys read." We used to believe that we must take care of our health or sickness would follow, but all the same when diphtheria and typhoid fever came we talked

about submitting to the mysterious workings of a Higher Power instead of investigating the water and the pipes. We know now that we really shifted personal responsibility while professing to feel it, that our conduct showed only an ignorant optimism. Those workings of a Higher Power are no longer mysterious, but they very properly punished our stupidity.

Parental conduct now is in many respects similar to our sanitary conduct then. Parents in actual practice ignore the common fact that character is a consequence of things which have gone before. The problem of its development is full of delicate complications, but, as with that of public health, steadiness and persistence will lead to a good result. When parents take the trouble to understand this development and are ready to be steady and persistent, they will be less optimistic and more anxious, and they will then really feel the personal responsibility they now profess. This will not be general and blind, but definite and special. They will then attack the reading of their children and they will be nerved for a long contest. They will not accept with gratitude the advice of people whose ideas of a good book are diametrically opposed, but after hard study they will decide upon a plan, and that plan they will follow, adapting it to the special tastes and needs of their own children.

To begin with, they must do away with the parental hopefulness, that comfortable feeling which, whatever the tendencies of the sons and daughters, makes the saying, "They will come out all right," a household word. Lulled by this hope day after day all the varying influences silently and unceasingly working upon children they leave unstudied. A multitude of intangible forces are followed by corresponding changes, and these forces parents do not spy out and support or oppose as the occasion requires. Seldom is it noted how a course in Oliver Optic affects a boy. Seldom is an effort made to find out what makes him try to be "smart" in his talk; or what has led him to think a boy must make a fortune without hard work; or that he can get an education without hard study; or that all about him are wonderful chances of doing wonderful things quickly.

In the schools the outlook for an immediate improvement in reading is not encouraging, though there is where the best work will eventually be done. One person brought into intimate contact with fifty children should sooner learn how to get good reading done, and should make a more successful application of that learning, than the fifty mothers of those children. So great

an economy of labor will not be overlooked, and upon the teachers will come the pressure. To meet this demand more is necessary than willingness. It involves a nicer sense of discrimination, a more unerring insight, than any other work connected with school. If a teacher attempts a sort of crusade, it must be borne in mind that mistakes or failures are attended with serious consequences. Children, I think with good reason, are suspicious of their teachers and ministers on this question, and every time a book is recommended which they fail to like, their prejudice is intensified, and the next person who tries to guide their reading has to contend against this additional obstacle.

Perhaps I ought to apologize for saying even this much to teachers without bringing forward my "method." The literal-minded people who think this question can be "organized" into a compact little bundle of methods, to be mastered by them in an hour, and dosed out mechanically, exactly as they dose out the various lessons, will do great harm if they meddle with the children's reading. This excludes the majority of the present generation of teachers. They lack the verve and flexibility to successfully guide this reading. The one who enters upon such a delicate and complicated undertaking must have a double gift—the breadth of age and the nature of youth. Such a teacher will not recommend a novel of Dickens or even "Tom Brown" to the boy whose daily mental pabulum has been one volume of Oliver Optic. He may perhaps tell the boy the story of SMike, or read to him the hare and hound chase at Rugby; he may try a recitation from "The Story of a Bad Boy" instead of "Thanatopsis"; he may choose sentences for the day's parsing out of Nesbitt's "Grammar Land," and thus provoke a general demand for that charming book, instead of dragging the children through classic fragments of Milton, Pope and Webster—an insult to the children and to the authors; he may find most pleasing extracts from big books which, taken as a whole, children of fourteen could not master—like bits from Lecky's "European Morals" on Roman slavery, the hermits, or the gladiatorial shows; or he may gather from different places facts inaccessible to children, and retell them, like the stories of Charlemagne, of Roger Bacon, of Outram, the Bayard of India, of Robert Dick, of Hastings and Poitiers, of the Magna Charta, of Russian Emancipation, and so on. He will have no geography class without many books of travel read at least in part to give point to the

study; no history class without Higginson and Towle and Miss Yonge, until gradually the scholars may be led up to parts of Mommsen, Motley, Macaulay and Green; no class in science without "Little Folks in Feathers and Fur," "Fairy Land of Science," "In the Sky Garden," "The History of a Mouthful of Bread," "The Servants of the Stomach," "What Mr. Darwin Saw," until the Scientific American and the Popular Science Monthly are the inevitable stepping stones to parts of the famous grown-up scientific reading. Such a teacher will make the novel with maudlin love scenes its own worst accuser by having some admirer review it with full quotations. He will have the tact to make the boys and girls speak freely of their likes and dislikes in books, and thus he will secure a frank and two-sided discussion. These suggestions form but the barest outline. To tell minutely how to carry them out is as impossible as it is to describe the ever-shifting, ever-blending colors of the sky.

I have a few general suggestions to add. It is quite common for cultivated people as well as uncultivated, in practice at least, to consider a book of "good" intentions good enough for a child, however insipid and silly it may seem to themselves. All books good for old people are not always good for the young, but any book fit for children should always be enjoyable to any of us. The man or woman callous to the charm of "Tom Brown," or "The Water Babies," or "Alice's Adventures in Wonderland," will have the sympathy of all the friends of those famous books. Truth and happiness of narration are found in but few of the so-called children's books, and, therefore, but few of them are worth reading. Often the best books are made by the artistic rewriting of old standards, like Mr. Lanier's "Froissart," "What Mr. Darwin Saw," Charles and Mary Lamb's "Tales from Shakspeare," and Cox's "Tales of ancient Greece." What then is to be done to give the children enough books? In all libraries have as many copies of children's classics as you can get read. The tonic of good reading will make the readers crave parts at least of books not written for children, like the siege of Leyden, in Motley, the siege of Londonderry, in Macaulay, the description of the temples of the Incas, in Prescott, as well as pages in the lives of the Herschels, Mrs. Somerville, Prescott, Oliver Goldsmith, Hans Andersen, and so on; even in "The Origin of Species" are accounts of curious orchids, of bees and ants, which can be used by a clever teacher

with surprising results. After the curiosity of boys and girls has been excited they will try to find what they can assimilate, though to do it they must turn many pages too dull or too scientific for their present use.

I ought to say I have seen persons try every idea recommended in this paper and the result a failure. The children were more impatient over history and geography than ever, and their dislike of better books was increased. But their parents and teachers lacked breadth; they did not know children, and they could not or would not study them successfully. As I have already said, these defects exclude the great body of these two classes, as they now are, from helping this reform. I am not discouraged, but it is useless to overlook the difficulties with which we have to contend; in no other way can we work intelligently.

## BOOKS AND READING.

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BY REV. OSCAR C. M'CULLOCH.

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I find it no easy task to select a hundred volumes of books for young people between the ages of eight and eighteen. The range of years is large, covering the child-thoughts and those of maturing years. At each period of intellectual development the mind needs its peculiar food. Add to this the individual tastes and tendencies, and, finally, consider the vast quantity of juvenile literature at the present time.

Objections may be made to the list in that the books are many of them too old; that there is too much story; that there are many of the best omitted. But the list can be changed, or it should be, according to the general idea of the teacher and parent, and the individual peculiarity of the child.

The issues of new books of a high order are enough to allow for the extension of the list and its modification. The best words have not necessarily been said. The principles on which the selection has been made are: that a child is rapidly living over again the history of the race in its intellectual and moral development; that a child can be taught to love good books; that English literature contains the noblest thoughts on the conduct of life; that the end of reading is culture and the accumulation of power.

In 1836 Mr. Bronson Alcott wrote: "It would not be easy to form a library suited to the wants of the young from modern works. We have few, very few, that nurture the spiritual life. A dozen volumes perhaps would include all that are of quickening, sustaining power. On subjects of mere fact and fancy we have many; but these if read too exclusively too often dissipate the minds of the young and materialize their spirits." Since the writing of this letter juvenile literature has multiplied many fold, chiefly along the

lines of fact and fancy. But the higher kind of literature has developed also. There are many books of pure sentiment and noble suggestion. And especially are the best thoughts of the best minds of ancient and modern times brought before the young. Church's Stories from Homer, Virgil, the Greek Tragedies, are of this class. So also the adaptation of Froissart, Morte D'Arthur, Romances of the Middle ages, Canterbury Tales, etc.

The range between eight and eighteen is large. The line between childhood and youth is an undefined one. At sixteen the young should be reading the best books. The foundations of the best private libraries were laid at that age. Abraham Lincoln by that time had read many a good book by the light from the flaming fire-place. If at sixteen the love for reading and for the best books has not developed it is little likely to afterward.

Taste in literature is no uncertain test of culture. That a man is known by the company he keeps is true in literature as in society. "I do not think that I am any better than my neighbors," said Thoreau; "I do not know that I am as good, but I read better books than they."

Taste for literature begins very young. Robert Burns' mother crooned old Scotch ballads to him when he was in the cradle. Stories of the old border warfare, of folk-lore, were known to the boy Scott. When he was fifteen he could tell Burns, on the only occasion that he met him, the story of a Highland picture.

One ought never to outgrow the love of the books which lie at the beginning of intellectual life. The books of childhood should be those that it will be a pleasure to return to in after years. Some of us find in the books that please our children those that please us. Who is too old for St. Nicholas? Miss Alcott's Little Women and Little Men are my personal friends. One way to keep young is to read children's books. I know a minister who takes all the children's papers and magazines in order to know what children are thinking about and feeling after. A constant reading of the daily newspaper will age one faster than anything else.

Happy are those children whose parents love St. Nicholas and the pure, fresh books which are being sent out in these days.

Froebel said, "Let us live for our children." May we not add, "Let us read with our children?" Like mercy this is twice blessed. It blesses the children and they who read with them. There are more books which can be enjoyed together than is

thought. The best books in poetry will be enjoyed by children of eight. They are written by the best minds; by the simple, fresh minded, and will be appreciated by such. It is a mistake to think that children like the ordinary child's book better than those of a higher kind. Their thoughts lie deep; they come from far, if not "trailing clouds of glory," at least asking questions that perplex, and uttering thoughts that startle. We no longer talk "baby-talk" to a child, but good English. Mrs. Plornish's idea of talking with a foreigner was in broken English. Sometime our school boards will not employ the just fledged graduate to teach the first grade scholars. Childhood in its earliest years requires the best and most expensive teaching and the best books. A child enjoys Homer or the *Æneid* as well as Mother Goose.

The publishers announce a large issue of juvenile literature for 1880, but I do not find many books that are of the best, even if this list were 500 instead of 100. The brilliantly covered book is not necessarily one that is brilliant in thought. The goody-books may be avoided. Why not read the books which issue from the best minds instead of those of certain publishers?

De Quincey divides all literature into the "literature of knowledge and the literature of power." "The function of the first is to teach; the function of the second is to move."

In *Sesame and Lilies* Ruskin speaks of "books of the hour" and "books of all time."

In books for the young these two kind must blend their offices. It is not enough to fill the mind of a child with facts, else we shall have the sad history of Mr. Gradgrind's family retold: "Now what I want is facts. Teach these boys and girls nothing but facts. Facts alone are wanted in life. Plant nothing else, and root up everything else."

Mr. Gradgrind laid it down as a law that children were never to wonder. Indeed I know of no story so instructive as that of *Hard Times* as showing the result of cramming a child with mere facts, starving out the affection, the fancy and the imagination.

It is through the gates of story that we enter literature. "Once upon a time," and the children gather about the knee at once. The children whose parents and teachers tell stories will soon be searching books for other stories. The time has passed when the novel and the story may be denounced. Their place and power are everywhere recognized. Charles Reade read a novel a



day for years as a preparation for his work. He says that the only worthy end of fiction is to correct national and social abuses. Sir John Herschel says: "The novel is one of the most powerful engines civilization has ever invented."

Lecky tells us that Christianity has softened the character of men by accustoming the imagination to images of tenderness and pathos. Our imaginations affect our character more than our judgments do. "Imagination is the soul's shaping power, and when rightly nurtured it clothes the spirit in robes of truth," says Alcott. It is in the imagination that the creative power first shows itself. The literature of imagination belongs to that of power. The childhood of the world was spent in wonder. The stories of gods, heroes and the denizens of wood and spring lie at the beginning of the life of Greece. Out of these stories developed the literature, the religion and the art. The stories of the patriarchs and heroes nourished the young Israelites from David to Jesus Christ. The Arab lies at full length before the evening fire listening to the tales of the glory of the Saracenic civilization.

"When the breeze of a joyful dawn blew free  
In the silken sail of infancy,  
The tide of time flowed back with me,  
The forward flowing tide of time;  
And many a sheeny summer morn,  
Adown the Tigris I was borne,  
By Bagdad's shrines of fretted gold;  
For it was in the golden prime  
Of good Haroun Alraschid."

Out of the stories told by the Ojibeways, Longfellow wrote the *Hiawatha*. So story comes first in juvenile literature, prose or poetry; and out of it develops the knowledge of history, geography, science. Especially is narrative and ballad poetry valuable. The old English and Scotch ballads, the poetry of Scott, make for a good wholesome literary taste while ringing trumpet-like tones in the hearts of children. Give the young good stories to read, and they will never fall to the level of the current serial story of the day. Weave the story into other reading and it will fasten the facts it is wished to convey. A little friend of mine complains that he is tired of reading day after day that the "dog ran at the cat," and feels an interest in the hen whose picture he sees further on.

Curiosity, interest, love of novelty—these nature intended should lead on and out the opening mind.

One who is well read is said to be a cultured person. Culture is "the acquainting ourselves with the best that has been known and said in the world, and thus with the history of the human spirit." Renan says: "The countries which, like the United States, have created a considerable popular instruction, without any serious higher instruction, will long expiate the fault by their intellectual mediocrity, their vulgarity of manners, their superficial spirit, their lack of general intelligence." We ought to consider that the end of reading is not reached when every man is able to read a newspaper. One reads to gather power for the actual calls of life, for sympathy, for helpfulness, for congeniality, for self-uses.

Nothing yields this power so much as an acquaintance with English literature or that of other nations made available to us through the medium of the English tongue. In the debates in Parliament one sees how well read the average Englishman is. The literature of English-speaking people is the literature of life, of moral order, of noble thought. I would that every child and young person were put at the study, the memorizing, of the masterpieces of English literature as they are given in Swinton's last collection. The young can be introduced to this study through stories. "Canterbury Tales Retold," *Morte D'Arthur*, or the "Boys' King Arthur," followed later by "Tennyson's Idyls," "Cox's Romances of the Middle Ages," the "Boys' Froissart"—these lay the foundation. Mrs. Richardson's "Stories from Old English Poetry," Charles and Mary Lamb's "Tales from Shakspeare," Seamer's "Shakspeare's Stories Simply Told," introduce to Shakspeare and his times. Then Scott's poetry and novels will lead easily to a study of history; and, finally, the whole galaxy of writers will blaze forth in the field of the reader's research, moving on as Goethe saw the stars, "unhasting and unresting."

What choice acquaintances and close friendships a child may form to last through life. Whittier writes:

"What lack of goodly company  
When masters of the ancient lyre  
Obey my call and trace for me  
Their words of mingled tears and fire!  
I talk with Bacon, grave and wise,  
I read the world through Pascal's eyes,  
And priest and sage, with solemn brows austere,  
And poets, garland-bound, the Lords of Thought draw near."

The way to geography lies through the story. Verne's "Exploration of the World," Towle's "Heroes of History," Kingston's and Mayne Reid's stories all will fascinate and instruct. Rollo's Tour in Europe is one of the best guide books.

Or, in the study of history; for Greece, take Hawthorne's "Wonder Book" and "Tanglewood Tales," Kingsley's "Heroes," Church's "Stories from Homer" and "Stories from the Greek Tragedies," Miss Yonge's History, and Selections from Plutarch. For America, Mrs. Monroe's "Story of Our Country"—Columbus, Cortez, De Soto, La Salle; Higginson's "Young Folks' History of the United States," Carleton's "Boys of '76," Hale's "Stories of the War Told by Soldiers," and "Stories of the Sea Told by Sailors."

Finally read along the line of interest. Have a general direction, but no rigid plan. Take interest in the progress of the reading. Bring in ballad and illustrate by picture. In the home, as well as in school, recite poetry and selections from speeches.

"We sped the time with stories old,  
Wrought puzzles out and riddles told,  
Or stammered from our school-book lore,  
'The chief of Gambia's golden shore.'"

Do not buy too many books at once. Bring them in fresh from the store and with the smell of the press about them. Buy good editions that will answer for another generation. Buy no rubbish. Thus the love for the best books may be fostered, the habit of resorting to books fixed; an appreciation for profound and noble thoughts awakened; and the mind will become stored with that "precious life-blood of the master spirits of the age."

## SUBJECT FOR ORAL LESSONS IN HISTORY.

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Reprint from a Report  
BY WM. T. HARRIS, LL. D.

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### FIRST YEAR OR GRADE.

(Oral geography does not commence in this grade until the close of the second quarter, and for the balance of the year or grade it is confined to place, direction, familiar localities, relative size, distance, and the methods of representing them on the map. On account of the deficiency of geographical knowledge in this grade, the history lessons must not go outside of biography, nor into such details of biography as can not be illustrated from the localities which have been used as topics in the oral geography lessons. Hence it is best for the teacher to collect a series of anecdotes regarding distinguished men of history—anecdotes that are characteristic of the lives and habits of those men, and which at the same time convey some useful lesson to the pupil. Such anecdotes, for example, should contain enough of the extraordinary, or adventurous, to make them interesting to children, and should bring into bold relief some moral attribute—say heroism, patriotism, self-control, kindness or generosity, considerateness, prudence, obedience to one's duty to parents or superiors, courtesy, self-denial, love for knowledge, willingness to serve others even at the sacrifice of one's own happiness, etc., etc. These stories may more naturally relate to the great men of one's own country; next, to those of Great Britain and Ireland; then to France and Germany; then to Greece and Rome. The Old Testament furnishes a great many typical stories illustrative of human life and conduct which will serve the purpose here.)

List of biographical personages suggested for characteristic anecdotes :

|                   |                         |
|-------------------|-------------------------|
| Washington,       | Lafayette,              |
| Putnam,           | Paul Jones,             |
| King Philip,      | Lord Delaware,          |
| John Smith,       | Oliver Cromwell,        |
| William Penn,     | Charles I. (of England) |
| Queen Elizabeth,  | Cortez,                 |
| Miles Standish,   | Pizarro,                |
| Francis Drake,    | Montezuma,              |
| Henry Hudson,     | Stuyvesant,             |
| Samuel Adams,     | John Adams,             |
| Franklin,         | Robert Fulton,          |
| Patrick Henry,    | Andrew Jackson,         |
| Lord Cornwallis,  | Zachary Taylor,         |
| General Wolfe,    | Francis Marion,         |
| Jefferson,        | Thomas H. Benton,       |
| Nathaniel Greene, | William Pitt.           |

#### SECOND YEAR OR GRADE.

(In the second year, oral geography takes up familiar towns and places; mountains, plains, and rivers; divisions of water and land; shape of the earth, and principal political divisions of America and Europe.) The history course may begin to deal with great movements, which involve adventure and national significance. Care must be taken, however, not to run into minutiae, so as to cause the pupils to lose their hold on the grand purpose of the event. All subtle reflections should be avoided.

*List of Topics.*—*First quarter*: Columbus and his voyages and discoveries; interesting incidents and circumstances of his early life, and his subsequent career in search of help for his great expedition; the treatment he received after his discoveries; describe and illustrate the appearance of the Indians whom he found; also, the animals and plants, and meteorological phenomena, so far as can be made interesting. *Second quarter*: Cortez, Pizarro, De Soto, Balboa, Magellan, or any others among the discoverers, devoting one or more lessons to each, or treating of two or more discoveries in the same lesson, the tact of the teacher and her means

of illustration determining her course. *Third quarter*: Settlements of colonies along the Atlantic coast, treating especially of Virginia, Massachusetts, New York, and Pennsylvania, and as many others as the teacher can make interesting. *Fourth quarter*: Indian wars (e.g., King Philip's); habits of Indians and their appearance; anecdotes of the French and Indian war; story of Washington's journey to the Ohio, etc.; some account of the Revolution, such as is involved in the story of the Boston Tea-Party, battles of Lexington and Bunker Hill, Lafayette (and aid from France), surrenders of Burgoyne and Lord Cornwallis, hardships of American army at Valley Forge, etc., etc.

### THIRD YEAR OR GRADE.

(Geography has now progressed so far as to give the pupil some knowledge of the various technical terms used in geography, and of the description of the outlines of the eastern and western hemispheres, the oceans, and a more particular knowledge of the United States and other divisions of North America.) In this grade it is proposed to take up the so-called wonders of the world, so far as they relate to works of man. *First quarter*: The Pyramids (included in the "seven wonders" of the world), size and appearance illustrated by drawings on the black-board, with other well-known buildings (e.g., the school-house) drawn near, for the sake of comparison; something about the Egyptians—their mummies, their grain-raising, and the peculiarities of the Nile; the Sphinx; the canal that now connects the Mediterranean and Red Seas, and the other canals built long ago by Rameses II. and by Ptolemy. *Second quarter*: The Colossus at Rhodes, and its suggestions as to commerce and the civilization of that time—the size of their vessels, whence they came, and whither they departed, and what they carried; the hanging gardens of Babylon; the Pharos of Alexandria; our "Eads bridge" across the Mississippi; the great suspension bridges at Niagara, at Brooklyn, Cincinnati, etc.—comparison made as to size, purpose, etc. *Third quarter*: The great buildings of ancient and modern times—comparative size (height and ground-plan) illustrated on the black-board, and by such pictures and engravings as can be obtained; Temple of Diana at Ephesus, Mausoleum of Halicarnassus, the Pantheon at Rome, the Coliseum, the Parthenon (compared with Girard College of Philadelphia), St. Peter's Church at Rome, St. Paul's Church of London, the Cologne cathedral, the Capitol at Washington, the Centennial building,

Bunker Hill monument, etc., etc. *Fourth quarter*: The famous roads out of Rome, Appian and Flaminian Ways, and others; the significance of road-building as a means of security for the government, besides its use in exchanging productions and in social intercourse—compare those roads with modern railroads; the system of aqueducts of Rome compared with the water-works of St. Louis, Chicago, New York, and Boston; the national walls built for defense, and protected by towers, and with a highway for easy communication on the inside—the Chinese wall, Hadrian's wall in the North of England, between the Solway and the Tyne, and his wall connecting the Rhine and Danube; the wall of Antoninus in Scotland—compared with the modern chains of forts along rivers or the sea-coast.

#### FOURTH YEAR OR GRADE.

(In this grade there is a thorough review of the geography of North America and the West Indies.)

*First quarter*: Columbus—Birthplace, childhood, education, early travels; his idea of the shape of the earth; Martin Behaim's map; his journey to England; journey to "Friesland," or Iceland; application to Portugal; Queen Isabella; his discovery; subsequent fate. Vasco Da Gama, Amerigo Vespucci, Balboa, Cabot, Verrazani, Cortereal, Magellan, Cortez, Pizarro, De Soto; settlement of St. Augustine. *Second quarter*: Exploration of the Hudson River; of Lake Champlain, and the great lakes; descent of the Mississippi; settlements at Plymouth, Boston, Salem, Hartford, Providence, New York, Baltimore, Jamestown, Philadelphia, Charleston, and Savannah. *Third quarter*: The Indian tribes; King Phillip's war; witchcraft, union of the New England colonies; wars with the French colonies and allied Indians on the north and west, in the time of King William, Queen Anne, and King George; French and Indian war—capture of Fort du Quesne, Niagara, Ticonderoga, and Quebec, with incidents; something about the biographies of William Pitt (Chatham), Washington, Braddock, Montcalm, Abercrombie, Wolfe. *Fourth quarter*: British oppression; Colonial Congress; battles of Lexington and Bunker Hill, Long Island, Trenton, Brandywine, Bennington, Saratoga, Monmouth, Camden, Cowpens, Eutaw Springs, Yorktown; short biographical sketches of Greene, Gates, Arnold, Morgan, Steuben, Lafayette, Cornwallis, Burgoyne, Rochambeau, Pulaski, Marion, Sumpter, Kosciusko, De Kalb, Franklin, Samuel Adams, John Adams, Stark, Putnam, and

a fuller account of Washington. The biography of Washington is in itself a history of the country from the beginning of the French and Indian war to the adoption of the Constitution.

In this grade, as in the preceding, very great care must be taken not to undertake any subject that can not be presented in clear and distinct outlines and without complex details. Only a few of the topics above given will be used in any one quarter, the teacher selecting such as she can make most interesting and suggestive. In all cases there must be maps drawn on the black-board, showing localities of the actions described, and the routes taken.

#### FIFTH YEAR OR GRADE.

(Geography in this grade treats in detail North and South America, and Europe.)

*First quarter*: Great Britain; its inhabitants as found by Julius Cæsar; its conquest by the Romans; the celebrated walls of defense against the northern tribes; Druids; tin of Cornwall; invasion of the Saxons; Egbert and the Heptarchy; King Alfred; the massacre of the Danes; battle of Hastings, King William the Conqueror and his disposition of the lands. *Second quarter*: Richard Cœur de Lion; John and the Magna Charta; Edward I. and II.; William Wallace and Robert Bruce; Bannockburn; Wat Tyler; the first Parliament; the Black Prince, and his victories in France; use of gunpowder; Joan of Arc, and the siege of Orleans; the Wars of the Roses; Richard III.; Flodden Field; the art of printing. *Third quarter*: Henry VIII.; Elizabeth; the Spanish Armada; Mary, Queen of Scots; King James; Charles I. and Cromwell; the plague in London; Charles II.; the Revolution, and William of Orange; new articles of commerce—coffee, tobacco, etc. *Fourth quarter*: Marlborough, and the battle of Blenheim; Gibraltar; the united Parliaments of England and Scotland; Chat-ham; Charles Edward's career, and defeat at Culloden; English conquest of India; the victories of Nelson and Wellesley (and later as Wellington); English colonization.

The same care as to making maps on the black-board should be exercised as in the previous grade. The geography and chronology of historical events are essential to give clearness of conception.



## SIXTH YEAR OR GRADE.

(Geography is completed and again reviewed in this grade.)

*First quarter*: Chaldean Empire, in the valleys of the Tigris and Euphrates, and extending west to the Mediterranean—make a map showing its eight cities, and give any scraps of history that can be found of interest; the Assyrian Empire, succeeding the Chaldean, having its beginning at Asshur and Nineveh, near the forks of the Upper Tigris, and conquering Babylon and the Chaldean monarchy about 1250 B. C., extending its conquests north to the Black Sea, west to the Mediterranean, and south into Egypt—make a map showing the whole course of the Tigris and Euphrates and the river valleys, also the river Halys to the Black Sea, the eastern shore of the Mediterranean, and the Lower Valley of the Nile; the Egyptian monarchy; its old cities, Thebes and Memphis, the Nile and its freshets, its contest with the desert, the Pyramids, the Sphinx, the mummies in the caverns of the hill-side, supposed conquest of Syria, Nineveh and Babylon (B. C. 1450) by Thothmes II.; Sesostris (B. C. 1330), conquest of Syria; Media (highlands northeast of the river-valley of the Tigris), Lydia (nearly all of Asia Minor), Babylonia (extending to the Mediterranean Sea, and including the Lower Valley of the Tigris and Euphrates), succeed Assyrian supremacy, and with Egypt form the four great powers; the Persian monarchy, under Cyrus (B. C. 558–529), conquers all of the great powers, and even penetrates into Europe and conquers Thrace, and on the east it extends to the Indus river, and includes Bactria and Sogdiana; sketch the history of Cambyses, Darius I., Xerxes I., so far as relates to their conquests in Egypt and in Europe.

The material for history of these nations is very scanty, and not easily made interesting to children. Persia is the only one with well-settled chronology, and the one of most interest, because of its relations to Greece. One large map should be made on the black-board, giving ancient and modern names to the places; it should show each of the empires at their greatest extent, and in particular all of the ancient cities mentioned. Whatever can be made of interest regarding those cities and their inhabitants should be made most prominent; next the succession of the empires, and the removal of the seat of empire from one place to another (Babylon, Ninevah, Thebes, Ecbatana, Susa, etc.). The six chief cities of the Phœnicians should be located, and also Acre, Jerusalem,



Jericho, Bethlehem, Nazareth, Baalbec, Damascus, Palmyra, Sardes. Whenever the work of this quarter is taken up, much of what is above indicated will doubtless be omitted, but the omission should not include the great cities nor the history of Persia.

*Second quarter:* Greece: its location, its divisions; the location and history of Sparta, Athens, Corinth, Thebes, Delphi, Troy, Salamis, Marathon, Arcadia, Argos, Thermopylæ, Platæa; short biographical sketches of Solon, Lycurgus, Miltiades, Aristides, Cimon, Pericles, Leonidas, Socrates, Themistocles, Demosthenes, Epaminondas, Philip, and a more extended biography of Alexander, with an account of his conquest of Persia and Egypt.

*Third quarter:* Rome: its seven hills; the story of its origin; the legends of Numa, of Coriolanus, of Cincinnatus; Camillus; sack of Rome by the Gauls under Brennus; Pyrrhus; first Punic war, Regulus; second Punic war, the Metaurus, Hamilcar, Hannibal, Scipio; third Punic war, fall of Carthage and of Corinth; Mithridates, Jugurtha, Marius, Sylla, Pompey.

*Fourth quarter:* Julius Cæsar: his conquests in Gaul, Britain, and Germany; Pharsalia; Actium; defeat of Varus; destruction of Jerusalem by Titus; extent of Rome under Trajan; destruction of Herculaneum and Pompeii; Adrian; persecution of the Christians by Nero, Domitian, Trajan, Adrian, Severus, and Aurelius; Constantine the Great, the first Christian emperor; Justinian.

#### SEVENTH YEAR OR GRADE.

*First quarter:* The Northern Barbarians. (In the disintegration of the Roman Empire, the mediæval and modern states arise one after the other.) Draw maps showing the first location known, and the subsequent migrations and settlements of the following tribes or nations of people: Scythians, Gauls, and Celts (in Northern Italy, France, Spain, Britain, etc.), Goths (pushed westward by the Asiatics, frequently attack the Roman Empire, until finally, under Theodoric, they conquer Italy; the Western Goths occupy most of Spain), Franks (on the Lower Rhine, press on the Romans and Gauls, and finally occupy Northern France, and begin the French nation), Allemanni, Suevi, Longobards, Saxons, Vandals, Burgundians, Heruli, Teutoni; short biographical sketches of Alaric, the Visigoth; of Pharamond and Clovis, the Franks; of Genseric, the Vandal; Odoacer, King of the Heruli; Theodoric, the Ostrogoth; trace out the course of the Huns under Attila;

his defeat at Chalons. *Second quarter*: Mahomet's career; conquests, by the Saracens, of Persia, Syria, Egypt, Africa, Spain; defeat by Charles Martel, at Tours; Charlemagne: conquest of Italy and of the Saxons; division of his empire; Norman incursions into France; Saracen conquest of Jerusalem, giving rise to the Crusades; the first Crusade; Peter the Hermit; Godfrey of Bouillon. *Third quarter*: Charles V., emperor, and king of Spain; Francis I. of France, and Henry VIII. of England; the time of Louis XIV. of France; the French Revolution; the destruction of the Bastille, beheading of the king and queen, Reign of Terror, Robespierre; Napoleon Bonaparte; Marengo, Austerlitz, Moscow, Leipsic, Waterloo; the July Revolution, 1830; the Revolution of 1848. *Fourth quarter*: Gustavus Adolphus: his career in Germany; victory at Lutzen; peace of Westphalia (principle of the "balance of power" recognized); Charles XII. of Sweden: his career in Poland, and defeat at Pultowa; Peter the Great (his biography); Frederic the Great of Prussia; "Seven Years War."

#### EIGHTH YEAR OR GRADE.

(In this year the history and Constitution of the United States are taken up with a text-book.)

*First quarter*: Review the outlines of Asiatic history, fixing the exact locations of the great cities, and studying their natural advantages (on rivers, or on the sea, in fertile valleys, in strong situations, command positions important for commerce or transit); Egypt—Thebes, Memphis, Cairo, Alexandria; Phœnicia—Tyre, Sidon, Tripolis, Aradus, Biblus, Acre; Judæa—Jerusalem, etc.; Persia—Ecbatana, Babylon, Nineveh, Susa, Persepolis, etc.

*Second quarter*: Continue the study of cities, with reference to their history: Syracuse, Carthage, Cadiz, Athens, Rome, Sparta, Argos, Thebes (Bœotia), Corinth, Troy, Ephesus, Byzantium, and Constantinople.

*Third quarter*: Review the history of England from the time of William the Conqueror, studying the rise of Parliament, the weakening power of the nobility (in the wars of the Roses and in the reign of the Stuarts); the interference of England with the affairs on the continent (in the reigns of Edward III., Henry V., Henry VIII., Queen Anne, and George III.); the industries of Great Britain, and its national debt. *Fourth quarter*: Make a table of events of the history of England during the periods of colonial history of the United States, the Revolution and

the war of 1812, with a view to the better understanding of the policy of England towards this country during that period.

#### REFERENCE BOOKS.

The reference books at present allowed the schools are Lippincott's Pronouncing Gazetteer of the World; Lippincott's Pronouncing Biographical Dictionary; The Historical Reader, by John J. Anderson (containing excellent selections from the best writers, illustrative of great events in history); The United States Reader (by the same author as the above, and containing selections illustrating the history of the United States). The Pronouncing Gazetteer of the World will be found to contain much of the needed information regarding the history of the great cities named, as well as regarding the "wonders of the world," the commerce, and even the movements of nations.

Other books should be added, but the teacher will be obliged to resort to the libraries for preparation of these lessons. Besides the cyclopædias (Appletons', Johnson's and others), I would mention as very useful "The Historical Atlas," by Robert H. Labberton (also see maps Nos. 141 and 142 of Colton's General Atlas), Putnam's History of the World's Progress, and Lyman's Historical Chart, Samuel Willard's "Synopsis of General History from B. C. 800 to A. D. 1876," for bird's-eye views of the relation of events in different nations, and as useful to guide one's reading in the cyclopædias; Felton's History of Greece, Liddell's History of Rome. "The Student's Gibbon," "The Student's France," "The Student's Hume," etc., by Harper Brothers, are excellent manuals. "The Fifteen Decisive Battles of the World," by Sir Edward Creasy, is important and valuable. Rawlinson's "Manual of Ancient History," and his "Five Great Monarchies" are excellent. Grote's History of Greece, Mommsen's History of Rome—it is easy to find in the libraries such great store-houses of critical history. It is easier, however, for the teacher to obtain the numerous small manuals treating history in whole or in part—those of Swinton, Gilman, Quackenbos, Willis ("Historical Reader"), Freeman ("General Sketch," and "Outlines," and special histories), Anderson, Taylor (Manual of Ancient and Modern History), J. R. Green ("Readings from English History"—the best book to be had for strong, compendious and interesting selections from historical literature, which are connected by brief summary statements in such

a manner as to form a connected history of England from the time of the Saxon invasion to the Crimean war. This book may be used to advantage in the preparation of the lessons in the fifth and eighth grades), Leighton (*History of Rome*—very useful for its concise and pertinent information; may be used in the last half of the sixth grade). The teacher who is interested in history will not fail to read and re-read Plutarch's "Lives," Herodotus "the father of history," Thucydides and Tacitus. A very valuable "Chronological Index to Historical Fiction" was issued by the Boston Public Library in 1875. It should be constantly used by the teacher of history, both in directing the reading of pupils specially interested in particular topics and in obtaining vivid pictures or descriptions to illustrate the lesson of the day. It may be found in the public school library. Aristotle said that poetry (or fiction) is truer than history, and this is worth considering. The "Index to Historical Fiction" here referred to contains the following lists, with a general index: I. American History; II. English; III. Scottish; IV. Irish; V. French; VI. Spanish and Portuguese; VII. Germanic (including also that of Switzerland, Hungary and the Low Countries); VIII. Scandinavian; IX. Slavonic and Turkish; X. Ancient Rome; XI. Roman Empire; XII. Italian History; XIII. Ancient Greece; XIV. Modern Greece; XV. Asia; XVI. Africa; XVII. Australia.

#### RECITATION.

From one-fourth to one-third of the time devoted to the history lesson should be taken to review the points of the previous lesson. This review should always be at the commencement of the lesson. The teacher will draw out, by questions, from the class such points as she wishes to recall; correct imperfect statements, and illustrate more fully what has been left too obscure. The written essays of the pupils should give an outline of the history treated in the pupil's language, and generally may furnish the review required, and be criticised as to clearness and completeness.

In all cases the pupil should draw maps (copying those made by the teacher on the black-board) of all the localities treated of, and insert the names of the places. The success of the history lessons depends altogether on this matter of connecting them with the study of geography.